

**THE HIGH SCHOOL STUDENT**

**A Book of Cases**

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HOLT, RINEHART AND WINSTON

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# THE HIGH SCHOOL STUDENT

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## A BOOK OF CASES

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*To Ruth, Jim, and Scottie*

"Neither ridicule nor condemn  
but try to understand."

SPINOZA

## Preface

In most courses, classes, committees, and study groups, the time comes when theory needs to be focused by getting down to cases. This book is designed to meet that need. Students who are in training for high-school teaching and counseling must realize that, regardless of the size of their classes, they will eventually be concerned with individual students. Teachers in service who want to grow professionally and those who take refresher courses feel the need to have general principles illustrated by study of specific cases. Courses in the fields of sociology and adolescent psychology may be made more meaningful and realistic if case illustrations are brought to the attention of the students, and workers in the field of guidance certainly need to study the kinds of students they will be called upon to counsel. The process of random sampling by which these cases were obtained is described in the book, but it should be noted here that the process was such that a good sample of youth in American public high schools was obtained.

This book is not designed to illustrate best methods of dealing with cases, nor does it present a plea for any one way of dealing with adolescent problems. It provides information with which to work, basic data for interpretation by the student, and some suggestions and questions about methods that were used or could be used.

Records of the individuals described in this volume are not so comprehensive as they would have been if these had been clinical cases selected to illustrate unusual developments, pathological conditions, or specific procedures. Complete developmental histories of the subjects before they entered high school are lacking, but the information about them while they were in grades ten to twelve is more comprehensive than one usually finds in the records of public high schools. The length of the case studies is a token of the compromises that all writers of such materials must make. They may choose to record all the information that is available and thus make the case reports so detailed that they will not be read, or they may

choose to select data at the risk of distorting the picture they create. The general rule used in this book to achieve maximum brevity with minimum distortion has been a simple one: no datum has been reported without a purpose. Unless an incident, score, or observation seemed likely to serve as an aid to the understanding of the individual or as a useful stimulus for discussion in the instruction of students, it has been omitted from the case record.

Some slight distortion of the basic data and methods has been necessary to ensure anonymity of the subjects. Each one of them has given permission to have the data used, but it has nevertheless been necessary to introduce some changes so that recognition of the persons would be impossible.

Throughout this volume recognition has been given to the fact that many teachers and administrators in public schools have taken only halting, cautious steps toward their oft-repeated objectives of knowing each student and providing the instruction to meet his needs. When the needed changes in thinking and in practice occur, it seems likely that the current halting steps toward better understanding of pupils may become giant strides and the objectives of schools may be more fully realized.

In the current, exploratory stage, however, professional workers must not advance so fast that beginners are left too far behind. In the study of pupils either by the common generalization method or by the use of case materials, it is possible to introduce concepts so complex, so technical, and so demanding that teachers withdraw from them and return to the psychologically more comfortable procedures that they know. In this volume an attempt has been made to advance the study of youth at a rate that can be accepted without confusion, frustration, and later retreat.

The case methods used in this volume have been tested in representative high schools and it has been demonstrated that they are altogether practicable. When such procedures have been assimilated, it will be possible to take next steps to meet the objectives society sets with the improved techniques that research may produce. Since it

seems unlikely that a state of equilibrium in the schools will ever be reached, the procedures outlined in this volume should be considered as suggestions for making advances toward goals rather than as finished products.

Suggestions for use of the case materials in teaching have been incorporated in the final chapter of this volume. Since these are usually presented in a separate manual, a word of explanation for departure from the usual is in order. This volume was designed primarily for use in the training of teachers. Good teachers often discuss with high-school pupils the reasons for selecting the methods they employ, and it seems that they will be more likely to do so if they have experienced those procedures in their own training. Trial and evaluation of the methods suggested in this volume could conceivably result in more use of such methods by high-school teachers. Though they have not been *proven* to be superior to those commonly used, they seem, in the light of studies of the teaching process, to be more likely to accomplish the objectives that are commonly proposed.

The points of view expressed in this book have developed as the author tried to find some way to bridge the gap between the theory and research findings in the comparative calm of the universities and the turbulent, demanding conditions of public schools. Many persons have made it possible for the author to try the bridging process. Dean John Guy Fowlkes enabled the author to develop a combination of university teaching and field work that has permitted him to test these materials in the preparation of teachers and in several in-service training programs. Hundreds of high-school and college students and scores of teachers have helped to collect or discuss the data, and many school administrators have given him complete freedom and cooperation in working with their pupils and faculties. Three former graduate students, Louis Schmidt, Paul Danielson, and Robert Heimann, have been invaluable assistants.

It would not have been possible to carry on such varied activities in so many situations or to take time to write about them, without

x      **PREFACE**

the encouragement, understanding, and assistance of my wife, Ruth Rothney. She has been many hours alone that I might be with the persons discussed in this book and the hundreds of others from which this sample was drawn.

*Madison, Wisconsin*  
June 1953

JOHN W. M. ROTHNEY

## To the Student

Someday you may teach. If you do, you will probably be required to instruct several groups of 25 to 35 students who have been assigned by alphabetical list to your classes. It will be an unusual situation if there are adequate records about the students, and it is not likely that you will have had time to familiarize yourself with the contents of these records even if they are available. You will probably find that the students have been assigned to your class without adequate consideration of their previous achievements in your subject field, without reference to their test performances, with insufficient analyses of their health and home circumstances, without adequate consideration of their occupational or educational goals (unless yours is an advanced elective course), and without satisfactory information about their personal and social problems. And you may have as many as four or five of such classes and a study hall every day.

You will be expected to begin the teaching of these students on the first day. You will be urged to work in your teaching toward an ever-increasing list of objectives, ranging from preparation for worthy home membership to mastery of the fundamentals. You will be encouraged to teach and to guide, to motivate and to discipline, to develop understandings, and to produce appreciations. You will be expected to know about each individual's physical, social, and mental growth and to see that development in these areas is continued. You will be encouraged to learn about the homes from which they come and the community in which they work and play. You will, in addition to all these things, supervise one or more extracurricular activities.

Now you can, after learning about a teacher's many duties, decide that you are not interested in teaching and set out to find an easier way to make a living. If, however, you are not discouraged and decide that you will go on, you have a major choice to make. You may choose to complain that too much is expected of you. If you make that choice, you will say that you cannot possibly find time to do

all the tasks expected of you and resolve only to get your subject matter over to as many students as possible. Having made that decision, you will do only the minimum acceptable number of additional tasks. You will probably get into a rut, bend the compliant pupils even more to your will, flunk the indifferent or rebellious students, and merely tolerate the others. And you will probably get by. You may even develop a reputation among large numbers of persons as a good teacher, a firm disciplinarian, and a thorough task master. You may also become an unhappy person, ulcerated or neurotic, a firm supporter of the cult whose members are sure that youth are going to the dogs.

You can, of course, make the other choice. You can look at your students as interesting persons whose behavior, even when it is annoying, is a challenge to your ingenuity, skill, and patience. You may recognize that *all* the things expected of you by students, administrators, parents, and professional educators are much too much, and you won't attempt to accomplish all the objectives they have set. You will accept the fact that you are only one member of a team, who has been assigned to a specific subject field, and that you will still be held, despite the claims of many, *primarily* responsible for teaching subject matter and developing skills in that area. You will get the satisfaction that leads to glowing mental health from knowing many of your subjects as individuals—not as a mass of youth going to the dogs but as delightful (if sometimes annoying) persons who are trying to find their way among the forests of their own desires and the road blocks superimposed by the social circumstances in which they have been reared.

In this book we shall be concerned with just such persons. It is hoped that, if you spend some time on the study of the twenty-seven representative youth whose case reports are presented here, you will have learned something of what to expect when you meet your students. You will also have observed some of the methods that can be used to learn about them and so teach them that each will be provided with the best possible circumstances for his development and that each will find enough satisfaction in his progress that perseverance and contentment in his work will be likely.

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Community X, the largest of the four towns, has a postwar population of nearly 30,000, a 10-percent increase over its prewar size. The high school enrollment is approximately 1200, and the administrative organization is 6-3-3. A small rural group attends the city high school. The community itself has seventy industries, which in 1940 produced twenty-five million dollars' worth of machine tools, leather, canvas goods, ignition and auto parts, infant hosiery, and refrigerators.

Community Y has a population of about 5000. It increased in size from 1940 to 1950 by only 1 percent. A large proportion of its high school enrollment of 500 students comes from neighboring farms. Since it has no junior high school, students enter high school directly upon graduating from the eighth grade. Its main industries are a foundry, a trailer-fabricating factory, a wagon works, and several pea and corn canneries.

Community Z, the smallest in the study, has a population of 3500, a 7-percent increase over its 1940 count. Many of the students of its four-year high school come from the rural community around the city. The major industry is the storage of tobacco, which is a principal crop of the near-by farms. In addition, there are shoe- and trailer-fabricating factories.

In the case reports presented in this volume, then, we have representatives from a small rural community, a small town, and two small cities. Of the 27 subjects, 14 lived on farms or in suburbs and 13 in towns or cities. Their average percentile on the Henmon-Nelson Test of Mental Ability was 54, and their average age at graduation was 18 years, 3 months. Fourteen were girls and 13 were boys. The figures indicate that, as a group, these students do not differ seriously from students one is likely to find in classrooms other than those of purely rural communities or of very large cities. From the sampling process used, one would not expect to find the averages of this group to fit the average class exactly but the sample is representative, and, since we shall be concerned with persons rather than statistics, the slight variation is insignificant.

It is important to remember as the case reports are read that they

were selected in the manner described above. Had the author chosen to select the subjects on criteria of brightness, scholastic promise, degree of delinquency, extent of handicap, unusual behavior in school, or even on the basis of most and least interesting subjects, many of the cases described in this volume would not have been selected. *It is with some regret that the author has omitted many reports of students who were more colorful, about whom longer and more interesting reports could have been written, and some who provided even more challenges to teachers than these.* It seemed desirable, however, to select the cases randomly in order to get a sample that would be more representative of the kinds of pupils teachers will meet in their classes. *This volume should not be considered as a book on counseling methods or an evaluation of them.* A more technical book describing the nature of the Wisconsin Counseling Study and an evaluation of it will be published later.

## The Data in the Case Reports

In the preparation of the case descriptions, only those kinds of data that can be obtained in any public school situation have been used. Most of the case reports contain information obtained from such sources as these

- Academic records
- Attendance records
- Health records
- Conferences with students
- Conferences with parents
- Conferences with teachers
- Written reports by students
- Behavior descriptions of students by teachers
- Questionnaire responses (Senior reports)
- Tests
- Cumulative records
- Follow-up reports

## Academic, Attendance, and Health Records

Some of the sources of information about the students need little explanation, since they are standard in most schools. Grades in all four schools were given at the end of each semester on the usual A B C D F scale and, although no claim can be made for either high validity or high reliability, these grades determined whether or not students would be promoted and graduated. As the case reports indicate, many factors were operating to determine the grades received, and it may be an interesting exercise for the reader to find them in many of the cases. One might start with a study in contrasts in this area—the grades of *Diana* and *Clark*.

Attendance records were kept in the usual manner and summarized at the end of each year. This summarizing process, since it does not indicate *regularity* of attendance, resulted in the loss of some valuable information. *Leslie*, for example, was absent from school a total of 96 days in 4 years but her attendance record was even worse than it appears because the total is made up of many half-day absences. There were not many complete five-day weeks in her whole high school career. If we contrast *Leslie's* record with that of *Martha* or *Vera*, we may see some of the factors that influence attendance records.

Health-reporting systems differed for each of the four schools. In one school an elaborate four-page record was kept by a nurse, whereas in another no health record of any kind was kept. In three of the four schools, school nurses were on duty during the day but the records they kept varied widely in completeness and intelligibility. Since athletes were required to pass physical examinations, reports of the examining doctors provided information about this small group. In some cases information about the student's health was obtained from parents and relatives, and in some cases (see the report on *Nancy*) it was described by students in the personal documents they wrote. Every student was asked about his health at least once each year during interviews. The question was always asked in the form, "Is there anything about your health that keeps you

from doing what you want to do?" It was found that, in responding to this question, *students were more likely to recall difficulties than if they were asked simpler questions. In using the case reports, the reader may assume that, if no reference is made to health, no problems in that area were significant for that individual.*

## Conferences with Pupils

Interviews with the students were held as often as a study of their records indicated that a conference was desirable or at any time that a student requested one. In an introductory interview held with each subject, the purposes of the conferences were described and an attempt was made to develop rapport so that further interviews for other purposes would be effective. A sample of the statement given to each student during the first interview of the senior year follows.

### TO THE SENIORS

*We have called you in again to talk with you about your plans for work or training after you are graduated this year. It is during this year that you must make one of the most important choices of your life—the choice of a job, or a school to attend next year.*

*We will call in all the seniors from time to time, but if you want to talk about your plans before you are called in again do not wait until we send for you. Come in at any time before classes, between classes, or after school and we will set a time to see you.*

*We hope to get to know you well enough in this last year of high school so that you will remember us when we write to you, or come to see you during the five-year period after you leave high school. After you have been working in an occupation for five years, we will want to know whether you think you made a good choice.*

*At each interview selected questions were asked so that important areas would be given consideration, but if the student chose to raise other issues or concentrate on problems in any one area, the list of*

questions was ignored and the time was spent on questions asked by the student.\*

The interviewing process was purposely kept at a level possible of attainment by most teachers with the usual training for secondary-school teaching. During one year, for example, the following simple interview guide was utilized.

1. Are there any important changes in your family situation this year?
2. What occupation have you decided to enter?
3. Do both your parents approve your plans? If not, what do they suggest?
4. What are your plans for training after you finish high school?
5. If you could drop one of your current subjects now, which would it be? Why?
6. Which of your current subjects would you like to spend all your time on? Why?
7. If you could make any changes in your present program, what would they be? Why?
8. What school activities do you really spend much time on? How much time? Worth your time? Are there any school activities you would like to be in but can't? Why not?
9. How do you spend your out-of-school time?
10. Jobs. Summer? What did you actually do?  
Part-time now?  
Want to continue either after graduation? Why?
11. Is there anything about your health that keeps you from doing the things you want to do?
12. Who are some of your closest friends?
13. If asked, how would they describe you?
14. What are your strongest points?
15. What are your weaknesses?
16. Do you have any problems now with which you would like help? Any with which you think you will need help later on?
17. What problems do you have about your education now? What kind of educational problems do you expect in the future? What problems do you have about the choice of a vocation?

\*See J. W. M. Rotheny and B. A. Roens, *Counseling the Individual Student*, Dryden Press, 1949, pp. 133-166.

18. *What problems do you have in getting along with anyone else?*
19. *If things worked out just as you wanted, what would you like to be doing five years after you leave high school?*

The questions were not necessarily asked in the sequence shown here. Interviews were started with what seemed to be the most suitable of those listed above and the sequence depended on the answers given by the students. Interviews were either directive or nondirective, as the circumstances seemed to require. When the interviews were completed, case notes were made and significant items were recorded on the students' cumulative records.

## Conferences with Parents

During each interview the student was told that the counselor would like to talk with his parents and he was given a mimeographed statement to take home to them. In that statement the parents were invited to come to the school to look over the student's record and to consider his problems and plans. Approximately half of the parents responded to the invitation singly and in pairs. They were shown their children's cumulative records, and their interpretation was followed by a discussion of educational and vocational choices. These choices raised many other issues, and usually a very thorough summary of the family situation was obtained. Many of the comments about the families which appear in the case reports were derived from such conferences. The parental conferences were similar to those which many teachers are expected to carry on as part of their regular duties.

A sample of the sheet which each student was given to take home to his parents during the first interview of the senior year is presented below.

### TO PARENTS OF SENIORS

During this year your sons or daughters, as seniors, must make one of their most important decisions—the choice of an occupation or a place for training beyond high school.

During the past two years we have talked with your son or daughter about their plans for the future. We have given tests to determine their proficiency in various fields and have prepared a cumulative record for each of them. If you would like to discuss the record of your son or daughter with the counselors, please make an appointment by calling this number at the high school.

*All seniors have been interviewed and tested during the past two years, and it is the intention of the counselors to keep in touch with these young people for the next five years in order to check on their progress.*

We would like to have at least one conference with you this year about the plans of your son or daughter. Since the choices they make this year are of great importance to you and to them, we would be very pleased to make an appointment to discuss them at your convenience.

## **Conferences with Teachers**

Interviews of counselors with teachers were held for many purposes, under widely varying conditions, and by diverse methods. Sometimes they were of the chance meeting-in-the-hall-type at which either teacher or counselor raised questions about students. At times they were conferences by appointment at which both teachers and counselors brought together the information each had about the student and, after comparing notes, decided on some course of action. At other times counselors and teachers worked together on the Behavior Description procedure, described later in this chapter. At all times there was free interchange of information between teachers, counselors, and other school personnel in the interest of securing valid information about the students and putting it to use in their service.

The reader must be cautioned against a too ready acceptance of teachers' statements about their students. It has been demonstrated many times that the marks which teachers give tend to be unreliable, and it is questionable whether the comments they make about their students are always valid. Among the factors which militate against

complete reliability and validity are (1) insufficient opportunity to observe individuals, because of large classes, (2) inadequate recording of observations over a period of time so that important trends in behavior are forgotten, (3) the potent influence of recency in determining what comments will be made about a student at a specific time, and (4) the effect of the teacher's basic points of view about youth on the selection and interpretation of what she reports. Particularly important in the last factor is the failure of middle-class teachers to understand the problems of the student from higher or lower socioeconomic levels. In view of such factors, and others which the reader will recognize, it is suggested that the teachers' comments that appear in the case reports be regarded as opinions whose validity is not always high.

## Written Reports by Pupils

Samples of student's written work were obtained several times, and many of them have been incorporated in the case reports. Diary records, short statements about themselves, letters to teachers, and autobiographies were most commonly used.

The most productive of the written documents were the autobiographies written while the students were in their junior year of high school. Half of the subjects wrote in response to a highly structured outline, and the other half to a very slightly structured plan. Two sets of instructions developed by Danielson\* are presented below.

### *The Structured Outline*

#### *Instructions for Writing Your Autobiography*

The purpose of this assignment is to make you aware of the variety of things that influence us in our "growing up" and in developing

\*Paul J. Danielson, *The Differential Value of Two Forms of Student Autobiographies for Counseling Purposes*. Unpublished Ph.D. Thesis, University of Wisconsin, 1951.

plans for our future. Besides being an assignment in writing about a very interesting person, YOU, the autobiography will help you decide "What kind of person am I?" "How did I get that way" and "What do I hope to become?"

The purpose of the questions listed below is to give you some ideas that will help you describe what makes YOU a person different from everyone else. Read them over carefully before you begin writing, and keep them in mind as you write. Refer to them from time to time if necessary. DO NOT ANSWER THE QUESTIONS DIRECTLY BUT WEAVE THE IDEAS THEY GIVE YOU INTO THE PATTERN OF YOUR LIFE.

I. *The Present—"What kind of person am I?"*

1. How would you describe yourself to someone whom you have never seen? Would your friends describe you in the same way? Are you the same person to your parents, to your teachers, to your friends, or at home, in class, on the sports field?
2. Is there anything about your physical appearance or health that makes you different from other people? In what way?
3. What are your likes and dislikes? What special interests do you have? Do you have any special moods, such as quietness or day-dreaming, sudden spurts of energy or ambition? Does having to do some types of things, such as housework, school work, an interesting activity, affect you differently?
4. What are your social activities? Do you prefer to spend your time with one or two close friends or with many others? Do you change friends frequently. If so, why?
5. Do you have any faults or handicaps that might contribute to making you the person you are? Are there any things at which you are better than other people you know? What things?

II. *The Past—"How did I get that way?"*

1. What things in your "family history" have influenced you? Consider such things as family interests, economic status, family friends, relatives, occupations of parents, brothers, sisters, attitudes of parents, religious connections, discipline, special family events, places you have lived, etc.
2. What kind of people have you had as friends? Why did you choose them? How have they influenced you? Have you led or followed them in your activities? Do any people stand out in

your memory, such as "favorite uncles" or other members of your family, teachers, or famous people, as having special influence on your actions or behavior?

3. Have you always had things pretty much your own way? If so, how has that affected you? How about the effect if the reverse is true? Have you been permitted to make your own decisions in matters that were really important to you?
4. Have your parents and teachers, as well as other people in your life, always understood you and what you were trying to do? Have they given you the attention you thought you should have? Has this made any difference to you?
5. What particular experiences have stuck with you for a long time? Can you imagine why? Have they influenced you in any way? What things have you done that have given you great satisfaction? Are there any experiences which had the opposite effect? Why?
6. What activities, social or otherwise, in school or out, have you especially enjoyed? What influences have these activities had on you? Are there any activities which have not been enjoyable? What and why? Are there any activities in which you would have liked to participate that you could not get into? What and why?
7. Has school been an enjoyable experience for you? Why or why not? Do you remember anything that happened in school that might have had a special influence on you, such as an embarrassing moment, special school honors or recognition, or, perhaps, just the opposite?
8. Have you had any job experiences that have been especially important to you? In what way? How have you spent your spare time? Has reading or a hobby influenced you some way?
9. Has there been anything about your health that has had some effect on you? In what way?

### III. *The Future—"What do I hope to become?"*

1. Do you have fairly definite plans as to the type of occupation you will enter and the type of training you hope to get after leaving high school? If so, what are they? Has anyone helped you make those plans? What kind of opposition, if any, are you meeting in your plans for the future?

2. If you do not have definite plans, do you see any problems in this regard? Are there things you would like to do in the future that seem impossible now? What and why?
3. Have you changed your plans frequently regarding an occupation? What are some of the occupations you have considered and why have you changed your mind? Has failure or low grades in particular subjects made any difference? High grades?
4. Have you had enough confidence in yourself in the past to go ahead with plans even though it was difficult to do so?
5. Have you ever wanted to do something you thought too foolish to mention to others? Did you forget about it or go ahead anyway? Is there anything about yourself that you would like to change? Would you like to be more like someone else you know? Who and why?
6. How do your ideas of what you "are" now match with what you "hope to be"?

Keep the questions above in mind as you write, and include anything additional you feel is necessary in describing yourself. **YOU WILL NOT BE ASKED TO READ YOUR AUTOBIOGRAPHY IN CLASS NOR WILL YOUR TEACHER DISCUSS IT.** You may begin writing during this period, and you may complete the autobiography at home or in study periods, as you wish. The papers will be due two weeks from today.

### *The Unstructured Outline*

#### *Instructions for Writing Your Autobiography*

The purpose of this assignment is to make you aware of the variety of things that influence us in our "growing up" and in developing plans for our future. Besides being an assignment in writing about a very interesting person, **YOU**, the autobiography will help you decide "What kind of person am I?" "How did I get that way?" and "What do I hope to become?"

Keep these three questions in mind and write freely about yourself. Include anything that you feel helped make you what you are. You will not be asked to read your autobiography in class, nor will your teacher discuss it.

You may begin writing during this period, and you may complete

the autobiography at home or in study periods, as you wish. The papers will be due two weeks from today.

These autobiographies brought out a great deal of information and many suggestions, clues, and hints about the behavior and problems of the students that could not have been obtained in any other way. They varied greatly in length and quality, as will be observed in the cases of *Teddy* and *Martha*, but generally they proved to be of great value. This very useful and inexpensive technique is one that can be used by any teacher.

In their regular classes, teachers asked students to write papers on various topics. In some cases, as in those of *Brent* and *Brad*, they were asked to describe themselves in letters to English teachers. In others, as in the case of *Leslie* and *Roundy*, they were asked simply to write short statements about what they had done in the past, what they were doing currently, and what they planned to do in the future. Again these documents varied greatly in the information produced, but in no cases were they devoid of any. In one of the schools students were asked to record a week of activities carried on during out-of-school time, and some of these diaries provided substantial data to complete the description of the student. It is not wise, of course, to accept any of the unsupported data obtained from such personal documents as final and conclusive evidence about any phase of the student's development.

## Behavior Descriptions by Teachers

In order to obtain descriptions of students' behavior in many situations without getting involved in all the fallacies and fantasies common to rating scales, a revised form of the Behavior Description Method developed in the Eight Year Study of the Progressive Education Association was used in one of the schools. This method has been described by Rothney and Roens.\*

A sample of the revised form used in one of the schools and filled

\**Op. cit.*, pp 96-97.

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in by a teacher is presented below. Samples of the descriptions obtained for *Leslie, Larry, Roundy, and Donnie* by this method are contained in the case reports of those students.

Name of Student JESSIE Teacher SMITH  
City WESTOWNE Grade 11 Subject ENGLISH

Please describe this student by checking the statements which best characterize him. Write additional comments if you think they will help us to understand him.

RESPONSIBILITY	<input type="checkbox"/> Does even more than he is required to do in assignments.
	<input type="checkbox"/> Does without prodding what he is told to do but no more.
	<input type="checkbox"/> Needs prodding except on special assignments. Which ones? _____
	<input checked="" type="checkbox"/> Needs some prodding on all assignments.
	<input type="checkbox"/> Needs constant prodding to get anything done.
INFLUENCE	<input type="checkbox"/> Doesn't do his assignments even when he is prodded.
	<input type="checkbox"/> Habitually controls the activities of other students.
	<input type="checkbox"/> A leader but will accept group decisions.
	<input type="checkbox"/> Doesn't control but does strongly influence the activities of others.
	<input checked="" type="checkbox"/> In certain groups he influences others. Which groups? <u>Debating team</u>
ADJUSTABILITY	<input type="checkbox"/> Is carried along by nearest or strongest influence.
	<input checked="" type="checkbox"/> Appears to feel secure in group situations.
	<input type="checkbox"/> Seems anxious about his standing in groups, but others accept him.
	<input type="checkbox"/> Other students reject him. Why? _____
	<input type="checkbox"/> He withdraws from the group.
CONCERN FOR OTHERS	<input type="checkbox"/> Shows balance in considering the welfare of himself and others.
	<input type="checkbox"/> Certain problems of group welfare seem to interest him. Which? _____
	<input checked="" type="checkbox"/> Is not interested about welfare of others unless what they do affects him.
	<input type="checkbox"/> Talks about welfare of others but does nothing about it.
	<input type="checkbox"/> Shows no concern for welfare of others.

Comments: Jessie is not too reliable when assignments are expected to be in on time. She is absent a good deal because of trips, colds, etc.

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1. What kind of work do you plan to do when you finish high school? Name the job and tell what you will be doing.
2. Why did you choose this kind of work?
3. When did you decide on this kind of work? Year? \_\_\_\_\_ Month? \_\_\_\_\_
4. Who, if anyone, helped you to make up your mind about the work you plan to do?
5. If more than one person helped you, who was most helpful?
6. If you have a promise of a definite job, give the name and address of the person or company you will work for. Be sure to give the name of the city.
7. Is the employer a relative of yours? What relation?
8. Will you have an apprenticeship?
9. If you do not have a job promised, name some places where they hire people to do the work you want.
10. If you do not get the job you want, what is your second choice? Your third choice?
11. What kinds of jobs do beginners get in the kind of work you plan to do?
12. How much per week do most beginners get in this kind of work?
13. How much per week will you get?
14. What is the best job you can ever expect to get in this line of work?
15. What is there about you that might keep you from being successful at this work?
16. What is there about you that will make you successful at this work?
17. If you know exactly where you are going to work, tell what you know about the place by answering these questions. If you don't know, write "don't know" on the lines.
  - A. Are there vacations with pay? \_\_\_\_\_ How much vacation per year? \_\_\_\_\_
  - B. Do they have a pension plan? \_\_\_\_\_ What do you know about it? \_\_\_\_\_
  - C. Is there a union? \_\_\_\_\_ If there is, do all workers belong to it? \_\_\_\_\_

## 20 METHODS OF STUDYING STUDENTS

8. Are there any subjects you wanted to take that were not offered?

Subject \_\_\_\_\_ Why? \_\_\_\_\_  
Subject \_\_\_\_\_ Why? \_\_\_\_\_

9. Are there any subjects on which you would like to have spent more time?

Subject \_\_\_\_\_  
Why didn't you spend more time on it? \_\_\_\_\_

Subject \_\_\_\_\_  
Why didn't you spend more time on it? \_\_\_\_\_

10. Looking toward the future, do you think that things are going to work out well for you?

11. Why or why not?

12. How has the international situation (war) affected you?

13. How do you think it will affect you in the future?

14. Do you think there is as much chance for people to get ahead today as there was when your parents were the age that you are now?

15. Why?

16. What organizations or clubs would you want to belong to when you are working or a married member of the community? List in the order of your choice.

17. What social problems do you plan to do something about after you have finished high school?

18. How do you plan to work on them?

19. In each of the twelve headings below, show where you think you stand compared to other high school seniors by putting a check (✓) in the column at the right.

First Example: If you know that your scores on intelligence tests were above the 75th percentile, you would be in the upper quarter and you would put a check mark across from Intelligence test scores and under Highest quarter.

Second Example: If you have been a member of the first team in football, you would be in the top quarter of your class in sports and you would put a check mark across from Achievement in my special field of interest and under Highest quarter.

In the item given below, I would be, compared to other high school seniors, in the (indicate with check)	Highest quarter	Third quarter	Second quarter	Lowest quarter
1. Achievement in my special field of interest (write it below) <u>Sports</u>	✓			
2. Reading achievement				
3. Intelligence test scores				
4. Achievement in numbers				
5. Confidence that I will succeed in my class work				
6. Getting along with people				
7. Rank in this senior class				
8. Confidence that I have chosen the right career				
9. Knowing my own strengths				
10. Knowing my own weaknesses				
11. Readiness for life after high school				
12. Getting along in new situations				

20. Suppose you had a choice between (a) a safe steady job working for someone else, with steady average pay for the job, and (b) running your own business with the chance of either going bankrupt or getting rich. Would you choose a or b? Why?

## 22 METHODS OF STUDYING STUDENTS

21. Do you believe that you will ever want counseling again?
22. If you do, where will you get it?
23. This last page is to be used to give more information on any of the questions asked on the other pages or to write anything you want to about school experiences or your plans for the future. You might want to comment about the counseling you have had, your preparation for the life that is ahead, the way in which schools could be improved, or any other matter that interests you. Write on the back of the page if you need more space.

### Tests

The tests described below were used in an *experimental* study. Their use in that connection should not be interpreted as justification for their use in other situations. The author believes, as the result of trial in this study, that some of the tests should not be used, but the reasons need not be discussed here. The tests are representative of those that have been devised and widely advertised for use in the guidance of high school students, but they differ in the points of view they reflect concerning the nature of mental performances and levels to be achieved. The reader may find it interesting to discover what the tests contribute to the understanding of these subjects.

In order to appreciate fully the possibilities and limitations of the tests described below, the reader should study the manuals which accompany them; however, a brief description of what they purport to do is presented below.

#### *The Henmon-Nelson Test of Mental Ability*

Authors: V. A. C. Henmon and M. J. Nelson

Publishers: Houghton Mifflin Co., Boston, Mass.

This test consists of 90 multiple-choice items arranged in order of increasing difficulty. A wide variety of items is used, including common vocabulary types, analogies, and series. It is designed to

measure the mental ability of students in junior and senior high schools. It is said to be useful as a partial guide in: (1) dividing students into sections on the basis of general ability; (2) advising students as to courses or subjects they should pursue; (3) vocational guidance; and (4) determining students' capacity for higher education. The user of the test is reminded that in all such situations all other pertinent data, such as the student's interests, emotional characteristics, and mechanical aptitude, should also be considered. The test is currently given to freshmen and juniors in more than ninety percent of Wisconsin high schools.

### *The S.R.A. Primary Mental Abilities Test*

*Authors:* L. L. and T. G. Thurstone

*Publishers:* Science Research Associates, Chicago, Ill.

According to the manual, the test is designed to measure five basic intellectual abilities: Verbal-meaning, Space, Reasoning, Number, and Word Fluency. Again according to the manual, these terms are defined as follows:

VERBAL-MEANING (V) is said to be the ability to understand ideas expressed in words. It is needed in activities where one gets information by reading or listening. High ability in V is especially useful in such school courses as English, foreign languages, shorthand, history, and science. V is needed for success in such careers as secretary, teacher, scientist, librarian, and executive.

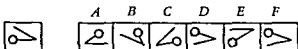
*Fifty problems similar to the one below are presented to measure V:*

ANCIENT: A. Dry B. Long C. Happy D. Old

The word meaning the *same* as the first word is to be marked. Time for this test is 4 minutes.

SPACE (S) is said to be the ability to think about objects in two or three dimensions. Blueprint reading, for example, requires this ability. The designer, electrician, machinist, pilot, engineer, and carpenter are typical workers who need ability to visualize objects in space. S is helpful in geometry, mechanical drawing, art, manual training, physics,

and geography classes. Twenty problems similar to the one below are given in the test for S:



Every figure which is *like* the first figure is to be marked. Time, 5 minutes.

REASONING (R) is described as the ability to solve logical problems—to foresee and plan. It is the ability that helps to make inventors, doctors, teachers, executives, statesmen, scientists, and supervisors outstanding. The higher a student goes in school, the more R he needs for success. Understanding science and mathematics takes a lot of R. Recent research has shown that R is really two separate abilities: *inductive* reasoning, the ability to reason from specific cases to a general rule; and *deductive* reasoning, the ability to reason from stated premises to a logical conclusion. The present test is a composite measure of both abilities. Thirty problems of the type below are presented in the R test:

a   b   x   c   d   x   e   f   x   g   h   x   h   i   j   k   x   y

The box containing the *next* letter in the series is to be marked. Time, 6 minutes.

NUMBER (N) is said to be the ability to work with figures—to handle simple quantitative problems rapidly and accurately. Accountants, cashiers, comptometer operators, bookkeepers, bank tellers, sales clerks, and inventory clerks are usually high in N. Number ability is useful for school success in business arithmetic, accounting, bookkeeping, and statistics. Seventy problems similar to the one below are included in the N test:

17		
84	R	W
29		
—		
140		

The answer given is to be indicated as right or wrong. Time, 6 minutes.

WORD-FLUENCY (W) is described as the ability to write and talk easily. People to whom words come rapidly and fluently are high in W. Careers requiring W include actor, stewardess, reporter, comedian, salesman, writer, and publicity man. Being high in W helps in drama classes, public speaking, radio acting, debate, speech, and journalism. The test for W requires writing words beginning with the letter "S". Time, 5 minutes.

The reader is cautioned that no evidence is presented in the test manual to indicate that people who score high in verbal meaning (V), for example, *do* succeed in the careers or courses indicated. He may learn, by study of this test, that it is desirable to look at test items rather than merely test titles. Without the label, would not the test for V be called a vocabulary test and the N test be simply an achievement test in addition? And he should ask whether series recognition and extension may properly be labeled with the term "reasoning." In use of the test for the study of the cases in this volume, it may be well to avoid the labels of Primary Mental Abilities and to describe the five processes in these terms:

- (V) Recognition of the one out of four words that comes nearest in definition to a key word.
- (S) Recognition of simple designs when they have been turned in different directions.
- (R) Recognition of the series in which items appear, and extension of that series.
- (N) Recognition of correct answers to simple addition problems.
- (W) Speed in writing words beginning with a given letter.

### *Differential Aptitude Tests*

*Authors:* G. K. Bennett, H. G. Seashore, A. G. Wesman

*Publishers:* Psychological Corporation, New York, N. Y.

This test is designed to provide evidence of aptitude in seven major areas. Brief descriptions of the six areas used for the study of cases in this volume follow.

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VERBAL REASONING	The ability to think in terms of words, to understand ideas expressed verbally.	Lawyer, philosopher, teacher, journalist, economist, editor, secretary, librarian.
MECHANICAL REASONING	The ability to recognize everyday mechanical principles in operation in practical situations.	Mechanic, maintenance man, assembler, carpenter, factory jobs, physical sciences basic to technical training.
NUMERICAL ABILITY	The ability to understand numerical relationships and to handle number concepts readily.	Bookkeeper, statistician, bank teller, engineer, shipping clerk, carpentry, and similar trades, laboratory assistant.
CLERICAL SPEED AND ACCURACY	The ability to perceive and to perform a simple task quickly and accurately.	Involved in many office jobs, filing, typing, book-keeping, etc.
SPACE RELATIONS	The ability to deal with concrete materials through visualization, to create in your mind a structure from a plan.	Draftsman, dress designer, architect, die maker, artist, interior decorator, engineer, carpenter.
LANGUAGE USAGE Part A—Spelling Part B—Sentences	The extent to which you are now able to distinguish between good and bad grammar, word usage, and spelling.	Important in most occupations.

As with the other tests, it may be well for the reader to look behind the title. The confusion about test names in general may be observed by noting that an *achievement test in mathematics* is labeled as a *numerical-ability test* but it is part of an *aptitude battery*. It may be an interesting experiment for the reader to conceal the test titles and to ask people who have seen only the content of the test booklets to guess what the tests measure. It is suggested that the reader keep in mind when reading the cases that there is much confusion in the use of test titles.\*

### *The Cooperative Test of Reading Comprehension*

*Authors:* F. B. Davis and others

*Publishers:* Educational Testing Service, Princeton, N. J.

Scores are provided for vocabulary, speed of comprehension, level of comprehension, and total score. It is designed for use in the identification of the relative strengths and weaknesses of a class, placement, measurement of growth, and guidance. It may also be used for administrative surveys and curriculum study.

This test has the usual multiple-choice type of vocabulary items similar to those used to measure (V) or Verbal Meaning in the Primary Mental Abilities tests but this one is labeled a reading rather than a verbal-ability test. It also has the usual paragraph to be read by the student and the common multiple-choice type of items covering materials of the paragraph. No suggestions are made about what is to be done with the student who is speedy in misunderstanding what he reads.

Other tests used by the schools and mentioned occasionally in the following case reports may be appraised by the reader after examination of the manuals which accompany them. Their titles and publishers are listed below for convenience in referring to them.

\* For further discussion of this problem of test labels and the selection of tests see Rothney and Roems, *op. cit.*, pp. 179-218.

*The Progressive Reading Test**Authors:* E. W. Tiegs and W. W. Clark*Publishers:* California Test Bureau, Los Angeles, California

This test contains 200 multiple-choice vocabulary items from mathematics, science, social sciences, and general literature. There are also sections under the heading *Reading Comprehension* which purport to measure students' skills in following directions, familiarity with references, and understanding of ideas expressed in paragraphs.

*Otis Quick Scoring Mental Ability Tests**Author:* Arthur A. Otis*Publishers:* World Book Company, Yonkers-on-Hudson, N. Y.*Minnesota Paper Form Board (Revised form)**Authors:* Rensis Likert and William Quasha*Publishers:* Science Research Associates, Chicago, Ill.

At the time that the tests were administered, each student was told why they were to be taken and the uses to which the scores would be put. The following statement was given in mimeographed form to each student before he began work on the tests. Many of the statements were taken home to parents.

During the past two years we have talked with each of you and have given you tests to help you to find out the kind of work or training for which you are best suited and to help you to get a good start when you finish high school. We will want to see you again next year and several times in the *five years after you finish high school* to see how you are getting along.

Today we are going to take more tests that will help to show whether you can do some of the things you have told us you want to do. We can't give all of you *exactly* the tests you want to take at this time, but if you want to try others, come in to see your counselors and we will arrange special tests for you.

Most of you have been called in and told about the scores you made

on the tests which you took last year. Since we see each of you separately, it takes much time and we have not yet been able to see all of you this year. We will do so as soon as we find time. If you want to learn about your scores before we call you, come in to see us and we will set a special time for you.

The test results, along with the other information you have given us, should help us to help you make a good choice of work or training after you leave high school, so do your best. No one is expected to get every question right and you will probably do better on some of the tests than on others. These test scores will have nothing to do with school marks or class work.

Most of the students responded well to the challenge of the tests, and generally good effort on their part was noted.

As soon as the test scores were obtained, they were converted into percentiles for ease of interpretation to students, teachers, parents, and principals. Each student was then called in for an interview and informed of his performances in terms of percentiles in the following manner:

Interpretation was done individually. During an interview the tests were shown to each counselee to remind him of their titles and form. He was shown his scores and interpretation was done in terms of percentiles. Thus the interviewer would say: "This is a test of numerical ability (or any other test title) and you have scored at the sixtieth percentile. That means that, on this test, you have done as well as or better than 60 percent of the students of your grade in Wisconsin high schools." To check on the students' understanding of what had been said the interviewer followed up by asking: "Then what percent of Wisconsin students in your grade made higher scores than you did?" If the student did not answer correctly, the explanation was repeated. The implications of the test scores were then considered during the counseling.\*

Details concerning the reactions of the students to this interpretation are contained in the reference noted above, but a summary statement may suffice here.

\*J. W. M. Rothney, "Interpretation of Test Scores to Counsees," *Occupations, The Vocational Guidance Magazine*, Vol. XXX, No. 5, Feb. 1932, pp. 320-322.

The tentative conclusion is simply that telling sophomore, junior, and senior high school students their test scores and interpreting these scores to them during counseling interviews seems not to cause significant negative or disturbing reactions. The enthusiasm of most of the students about the counseling process, in which interpretation of test scores played a prominent part, suggests that they want to know about their performances. The counselors, though wishing they had better tests to use in the process, believe that the interpretation of test scores to counselees after good rapport has been established over a period of time is a valuable procedure in counseling of high school youth.

## Cumulative Records

As the information about each student was collected, significant items were entered on the Cumulative Record Form for Junior and Senior High Schools, published by the American Council on Education and developed by a committee for which the author acted as research assistant. In addition to identification and census data, the record contained:

- A cumulative record of school grades
- Attendance records
- Disciplinary reports
- Test performances
- Interpretations of academic records in relation to test scores
- Significant interests and activities in and out of school
- Educational and occupational choices
- Record of health and description of physical characteristics
- Behavior descriptions by teachers
- Interview notes
- End-of-year summaries with suggestions for the future

Thorough trial of the cumulative record\* suggested that some revision of the form in terms of headings and space allotment was

\*A sample record of a student entered on the cumulative record is presented in Rothney and Roens, *op. cit.*, pp. 322-328.

needed. The record had been devised primarily to suggest techniques that might be used in whole or in part by secondary schools. It does serve its purpose if clerical assistance is provided to maintain it, but a simpler and shorter form that may be more suitable for general use of schools just beginning to use cumulative records is published by the Parker Company, 12 South Carroll Street, Madison 3, Wis.

## Follow-up Reports

Six months after the subjects described in the case studies had been graduated from high school, information was obtained about the post-high-school activities of all the graduates of the four high schools.\* Each of the subjects responded to the following questions:

1. If you are not working full time, what are you doing?
2. If working, where do you work? Name of company?
3. What do you actually do on the job?
4. If working or not, do you like what you are doing?
5. What would you like to be doing during your second year out of high school?

A number of the subjects added to the minimum response requested on the cards by writing letters (see the case of Roundy), and occasionally parents were prompted to comment, as in the case of Mike. The follow-up information is often interesting in view of the students' statements about plans for post-high-school activities made at various times during their high school careers. Eight of the group of 27 indicated the same major occupational choices (omitting whimsical, temporary choices) throughout their senior high school years and actually entered into those activities after they were graduated.

It may be of interest to note in the table below the post-high-school activities of the 690 graduates of the four schools. Comparison of the

\*Details of the processes by which responses from 100 percent of the students were obtained are described in J. W. M. Roehney and Robert Mooren, "Sampling Problems in Follow-up Research," *Occupations*, Vol. XXX, No. 8, May 1951, pp. 573-576.

percentages of the large group with the selected 27 cases presented in this volume is not practical because of the differences in the populations, but examination of the total placement figures may indicate to the reader the nature of the original population from which the cases were drawn. It may also indicate to a future teacher in the public secondary schools that his task is not primarily the preparation of students for college but the education of persons who will complete their formal education upon graduation from high school.

<i>Post-high-school activity</i>	<i>Percent of all the graduates of the four schools</i>
Attending colleges or universities	22.9
Attending schools other than colleges (nursing, vocational, etc.)	5.8
Unskilled labor (some of these may later lead to skilled trades)	22.9
Clerical workers	21.9
Farmers	6.2
Members of Armed Forces	5.1
Married (girls only)	4.6
Telephone operators	3.2
Store sales clerks	3.2
Apprentices in trades	1.6
Unemployed	1.2
Medical aides	0.7
Teachers (dance and gymnasium)	0.4
Girls living at home	0.3

The post-school activities of the 27 cases reported in this volume are noted below:

Office workers in banks, garages, stores, factories	7
Attending college	3
Farming on father's farm	2
Part-time farming and factory work	2
Truck drivers	2
In training for medical technician	1

In training for practical nursing	1
Electrician	1
Insulator	1
Welder	1
Hired hand on farm	1
Cashier in grocery	1
Waitress	1
Hospital laboratory assistant	1
Manager of shopping news	1
Member of armed services	1

## Summary

In this first chapter the procedures used in the selection of subjects for the case studies that constitute the major part of this volume have been outlined and the materials used in the preparation of the studies have been described. It has been noted that attempts were made to obtain a population representative of the pupils one is likely to find in classes in public high schools and that the information collected about the subjects is the kind that could be obtained in the usual school circumstances without undue expenditure of time or money. Some attention to better record keeping, increased time for teacher conferences with their pupils, a small expenditure of money for tests, and additional facilities for the collection of behavior descriptions and follow-up information would permit individual studies of pupils similar to those described in the case reports in the following chapters. The factor that is most important is the desire to get the information and to use it in more effective guidance of pupils.

The separation of the group of 27 students into the five groups that bear the titles of the following chapters has been done rather arbitrarily, and it is quite possible that, after reading the cases, the reader may suggest that some of the subjects should be transferred to one of the other groups. The classifications, except for the two physically handicapped cases in Chapter V, have been based upon the students' customary appearance and behavior in the school situa-

tions as they were observed by teachers and counselors. It should be noted, too, that changes in behavior took place as the subjects progressed through school, so that some troubled subjects experienced periods of happiness and some of the happy ones became troubled. It is suggested, therefore, that the reader consider the classification of the cases which follow as arbitrary and expedient rather than as a set of categories in which students necessarily fall. Since classification of students for any purpose is a challenging task, it may be an interesting exercise for the reader to try various classifications of these subjects after he has read their case histories.

Leslie

Hal

Rosie

Teddy

The four cases presented in this chapter have been grouped because it appeared to counselors and teachers that the students involved were meeting more than the usual number of difficulties in making adjustments at home and in school. Their behavior was only occasionally disturbing to school personnel, and they were not disciplinary cases in the usual sense. Their specific trouble might not have been analyzed in situations in which counseling was not provided, but all those who worked with them saw clearly that they were not happy students.

As you read the four cases in this chapter, you may consider such problems as these:

1. What was the responsibility of teacher, counselor, or principal in helping to solve the problems of parent-child relationships that appeared in the cases? If there was some obligation for school personnel to assist in the relationships, what *specifically* could have been done in each of these cases?
2. What could the school have done to assist the boys with their problems about military service? If they had come to you to seek help, what could you have done?
3. Some of the students did not do their home assignments. If they had been your students and you had learned of their home situations, what could you have done about the homework problem?
4. Could anything have been done about the strong distaste of some of the students for the verbal aspects of school work? Would you have recommended a reduction in their extracurricular activities so that they might have had more time for study?
5. Should adults take the initiative in dealing with problems such as these or should they wait until the student comes to them with his problems? If he does not come voluntarily, what procedures will be most effective in starting treatment?

6. Does it really matter whether or not these students were happy if they were doing successful school work?

With these problems in mind, the cases may now be examined. While that is being done, many more questions will arise. It is suggested that lists of them be made and that discussion be centered about those which appear most crucial. The readers should note that the case materials contain descriptions of data about the individuals and the methods used in working with them. It may be possible for the reader to suggest more effective techniques for collecting data and for supplementing them. Better procedures for using the data to help these four young people help themselves in overcoming their difficulties may also be suggested.

## Leslie

Charming and chic, Leslie was a striking blonde whose "new look" in coiffure and clothes made her appear more mature than most high school girls. Extremely feminine in appearance and fetching in manner, she was often described as a "personality" girl. And perhaps this femininity was simply a way for Leslie to tell her father that she resented her masculine name and his attempts to make her into the son he had wanted for a hunting companion and successor in his business. Driven by her father's ambition, pushed by both parents to flaunt their newly acquired wealth and to rise to the social status that financial success demanded, Leslie had many problems in school, at home, and in the community.

Her father was a self-made man. Starting as an unskilled laborer after completing high school, he had risen in positions of responsibility until, at the time Leslie entered high school, he held one of the best positions in the city as an administrative officer in one of

the leading industries. He was a diligent worker who took time off from his job only for short hunting trips. He insisted that Leslie go with him on these jaunts and had taught her to be an expert with a rifle. Except for these trips she said that she had never been "close" to her dad and that when she went with him to the factory, as he did almost every evening, they would work together for hours without saying a word. Noting his temperament and the nervous difficulties he had developed in becoming successful, Leslie decided that she was not going to be "that way." She was going to get more fun out of life by taking things easier. She did so in school and managed to avoid some of the pressure by staying away 96 days of her four-year high school course.

Leslie's mother was a high school graduate who had sung professionally before her marriage and who was now enjoying the prestige which her husband's status in the community commanded. She wanted her daughter to take vocal lessons from the best teacher in the city, to take some instruction in modeling to improve her poise while singing, to attend a fashionable finishing school, and to marry well. When Leslie rejected most of these plans, for reasons presented below, a sister two years younger, whom Leslie described as "gifted," eagerly accepted the opportunities that Leslie did not want and thereby assuaged some of her parent's disappointment in their elder daughter. The promise of the younger sister resulted in some lessening of the pressure on Leslie during her last year in school.

Extracurricular activities offered by the high school were challenging to Leslie, but the regular curricular offerings were often tedious and "stupid." Despite these feelings, and the fluctuation in her willingness to work, she achieved, over the eight semesters of senior high school, the academic record shown on the facing page.

With this record, her rank in class at graduation was 49th in a class of 100. Her greatest satisfaction had been in choir, but she said that biology (despite her interest in outdoor activity) was "stupid" and English "least interesting." The general mathematics course, taken in the eleventh grade because her father insisted that it would be good for her, was merely tolerated. She found Spanish "fascinating"

SUBJECT	GRADES							
	9		10		11		12	
English	B-	B+	C+	B	B-	C+	B	B-
<i>Spanish</i>					C-	D-		
Amer. History					B	B		
Civics	B+	B						
<i>World History</i>			B+	A-				
<i>Social Problems</i>							A-	B+
Algebra	D-	C						
<i>General Math</i>					B	B+		
Biology			B-	C+				
<i>General Science</i>	C	C-						
Physical Ed.	C	B+	B-	B+	B+	B	B	B
<i>A Cappella Choir</i>	A-	A-	A-	A-	A	A	A	A
<i>Home Economics</i>			C	B-				
<i>Related Arts</i>							B	B+
<i>Personal Typing</i>							C-	C-

but her teacher reported that she was not good at it, that she did not take an active part in class work, and that she did not display in that class her potentialities for leadership. Since during her senior year she was considering early marriage, the activities in a social-problems course, in which such units as marriage and the family played an important part, were challenging to her, and the related-arts course was very satisfying.

Teachers who had sufficient opportunity to observe Leslie in their classes described her by putting the names of their subject fields beside the descriptions which they thought most nearly fitted her. Their descriptions are presented on page 42.

The descriptions suggest that Leslie seemed generally to feel secure, that she was variable in conscientiousness about her work but did not usually go beyond requirements, that her influence on

Descriptions by Teachers of Subjects Indicated		Grade 10	Grade 11	Grade 12
RESPONSIBILITY	Does even more than he is required to do in assignments.		American History	
	Does what he is told to do but no more.	Biology	Spanish	Typing Social Prob.
	Needs some prodding unless especially interested.			Related Arts
	Needs prodding even on small assignments.			English
	Doesn't do his work even when he is prodded.			
INFLUENCE	Habitually controls the thoughts and activities of other students.		American History	Related Arts
	Doesn't control but does influence thoughts and activities of others.	Biology		
	In certain groups he influences others.		Spanish	Social Problems
	Is carried along by nearest or strongest influence.			English
ADJUSTABILITY	Feels secure in group situations.	Biology	American History	Typing English Rel. Arts SOC. PROB.
	Anxious about his standing in groups.			
	Other students seem indifferent to him.		Spanish	
	Other students reject him.			
SOCIAL CONCERN	Shows balance in considering welfare of himself and others.	Biology	American History	Typing Rel. Arts SOC. PROB.
	Not interested in welfare of others unless what they do affects him.			English
	Talks about social welfare but does nothing about it.			
	Shows no concern for welfare of others.			

Leslie]

other students varied in several courses, and that she showed balance in considering the welfare of herself and others. There were some variations from her usual behavior, particularly in Spanish, which she found "fascinating," and English, which she described as "least interesting." It should be noted that she had arranged to stay at home an average of 24 school days of each year.

Leslie's academic record seems to be a very commendable one when her test performances are considered. Examination of the records presented below indicates that she usually scored below the average of students in her grade in Wisconsin high schools and that frequently she scored in the lowest quarter of that group. When she was shown the scores she had achieved on the tests of Primary Mental

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	42	37	
Reading Tests			
_____ reading vocabulary			
_____ reading comprehension			
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	57		
Space	24		
Reasoning	27		
Number	12		
Word fluency	18		
Differential Aptitude Tests			
Number		35	
Language usage		20	
Spelling		15	
Verbal reasoning		25	
Space			
Clerical			

Abilities Tests, she said that she had not felt well on the day that she took them. The Henmon-Nelson and Differential Aptitude Test scores were obviously disappointing to her but she masked her feelings well and then waved the scores aside as though they were of little importance.

It was in extracurricular and community activities that Leslie found her greatest satisfaction. She was a member of special choirs and the girls' athletic association, and she held offices as president of the youth council and the girls' pistol club. She was active in school affairs and joined every group for which she was eligible. In addition, she carried on many activities, including hunting trips with her father, private vocal lessons, participation in many community affairs, music in many forms, reading, and knitting. She believed that she could get along well with everyone, and she described with much pleasure the process by which, through her guidance, a previously rejected classmate had become popular.

The eleventh-grade English teacher asked each student to write a description of herself under the title "What Kind of a Person Am I?" Her brief report, just as she wrote it, with original constructions and spellings retained, is presented below.

#### WHAT KIND OF A PERSON AM I

Fairly average would be my parents reply. My friends would probably say "She's a good kid" and the teachers who are advisers for outside activities would possible classify me as a hard worker.

I like people and enjoy being with them as well as helping them. Perhaps that is the reason why I'm in as many extra activities as I am.

I love sports and would rather be outside than anywhere. I think being in sports helps you get along with others and is bound to teach you a certain amount of good sportsmanship.

Considering my feelings for the out-of-doors and a desire for a warm climate I have decided upon two occupations. I will either become a grade school teacher in Hawaii or a gym teacher.

The choice of post-high-school training or occupation was a difficult one for Leslie. When she was in the tenth grade, she thought she would like to attend a music school and then become a singer on

the radio or in a night club. Her father frowned on this choice because he wanted her to go to the state university, but her mother approved it if the activity were kept at a high level. Leshe maintained this choice during part of her eleventh school year but added that she might also consider a position as a director of recreation—a choice influenced in part by the appointment of a very personable young man as recreation director of the city. Since frequent colds made her voice "undependable" and her public vocal performances were not so well accepted as they had been previously, she began to doubt the wisdom of attempting a career in music and she began to think of teaching as an occupation.

Much to the disappointment of her parents, Leslie fell very deeply in love during her senior year with a young veteran who held a minor civil service position in the city. Despite parental protests and many quarrels at home, she became engaged to him and plans were made for marriage one year after she had been graduated. Whereas formerly she had talked about careers, she now spoke most about cooking, making curtains, and similar household tasks.

Family pressures were strong, however and—partly because of the desire for the social prestige of having a daughter in college and partly in the hope that absence might cause a lessening of interest in the boyfriend—her parents insisted that Leslie go on to college for at least one year. To satisfy their desires she agreed to attend a teachers' college close enough to her home town to permit week-end visits with the family and semiweekly visits of her fiancé. The parents accepted this plan only when they found that they could not get her to consider a fashionable finishing school. She agreed to go to the neighboring college, although she would have stayed at home "if my parents would change their minds about making me go to school—but that's an impossibility!" When she was asked what there was about her that might make her successful at the teachers' college, she said that she liked children and got along with them "pretty well." When asked what might keep her from being successful, she said, "I have an attitude which makes me feel like giving up sometimes."

One month before Leslie was graduated, she seemed to feel that she had solved many of her problems and she looked back rather

favorably on her school career. She said that school had been generally useful and pleasant. She wished she had not taken algebra, Spanish, and general science and that she had taken art, more home economics, and home management. She would have liked advanced courses in related arts and regretted the fact that she had not spent more time on Spanish so that she could have earned better grades.

Leslie was optimistic about the future because she expected to be a happily married wife and mother within five years. She expected to join a country club where there were opportunities for sports and to be a member of an organization where they "help the poor and do welfare work particularly for children." She expressed confidence that she had chosen the right career and was ready for life after high school. In a note to a school officer she said, "I certainly appreciated the counseling I received. I love to talk to people and not have them half interested in me or laugh at my ideas but be genuinely interested in my future. I hope I'll have a good future. I'm pretty sure I will with the boy I'm going to marry."

Although, at the time of graduation, Leslie had applied for and had been accepted at the teachers' college and the decision seemed to have been made to the satisfaction of everyone, her parents did not drop their pressure to get her farther away than commuting distance from her fiancé. They did find a training school for laboratory technicians in a city far enough from home so that weekly commuting would not be possible, and she agreed to attend it for one year. She enrolled in the school and reported that she liked the work. She also reported, however, that in her second year out of high school she expected to be married.

### Discussion Questions

Does the report on *Leslie* suggest that the major responsibility of the school in this case was the education of her parents? In view of the evidence that the urge to rise in social status largely determined

the nature of Leslie's parents' behavior, and in view of the fact that *this urge is common in the United States*, how can schools provide for students who are subject to this influence?

# Hal

Writing a report about him at the end of his senior year in high school, Hal's English teacher said:

He stood out among a great number of boys in my world literature class. At the beginning of the semester I noticed him because he was the largest boy in the class and because he regularly entered quietly into the class discussions, revealing his independent reactions to what was being discussed. As the weeks went on, my first impressions of Hal were strengthened. Here was a boy who participated in class not as a show-off, not as a monopolizer of the class, but because he had something he wanted to contribute. He seemed to be an individual who not only read the assigned material but who thought about what he read—who questioned the truth of what he read. *I had no other boy who challenged him.* My problem was to stimulate him to further thinking—to help him grow. I began to make special assignments for him.

If this teacher had added that Hal was a serious person and one whose feelings of uncertainty and insecurity at the time of high school graduation were many, she would have completed a good description of him.

Hal's insecurities were compounded by worry about getting drafted into the armed forces, the problem of choice between making a career on his own or staying with his parents on the family farm and, further, by the difficulty of talking this out with parents whom he respected and, to some extent, feared.

With respect to entry into the armed forces Hal expressed himself frequently in these words:

"Things are so uncertain and mixed up that I don't know where I will be next with the war going the way it is."

"It bothers me to feel uncertain because I do not have a feeling of security."

"The war has made me uncertain of my future. I may be drafted for service."

"I don't know whether to stay on the farm in hope that I will be deferred, to start college in September, or enlist and get it over with."

"I'm not anxious to get into Service."

Much of Hal's behavior can be attributed to the situation in his home. He was brought up on a farm where, as the eldest of six children, he was required to put in many hours of labor. Both parents had come from Germany and had attended six years of elementary school. They had strong feelings about the need for harsh discipline and they tolerated neither "nonsense" or disobedience from their children. Hal had learned to disapprove of young people's lack of respect for authority and, discussing the German system of demanding obedience to parents he exclaimed, "Oh boy, that is something we need here!" He was glad, he said, that he lived in the country so that there were chores to do and he didn't have to hang around the city's youth center, pool halls, movies, and taverns. He spoke frequently of his appreciation of all that his parents had done for him—of their love and affection for him and of his realization now that they were building in him a foundation for moral success. He criticized the materialism of other boys and wondered what kind of parents they had. Yet, when the final choice was to be made, among enrolling in college, entering the armed forces, or remaining on the farm, Hal was too timid to raise the issues with his parents. He was waiting for his father to tell him what to do.

The question about college attendance arose when Hal's test performances were noted, and when a counselor thought that his occupational choices of farming and engineering might be combined in

training for agricultural engineering. The test scores below represented Hal's best efforts and seemed to verify generally the performances that he and his teachers expected. The low scores on all five sections of the Primary Mental Abilities Tests, which require the student to work very rapidly, may not be representative of what Hal could really have done had he not been a thorough, methodical person who stopped to check all his work. As he became more test-wise and learned that speed was important (as indicated, for example, by the subtitles on the cover of the Cooperative Reading Test) he performed at a higher level. He found the space and mechanical tests to be so easy that he was amazed when told that many students were unable to grasp the directions for the test. He had guessed that his

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henman-Nelson Test of Mental Ability</b>	81	85	
<b>Reading Tests</b>			
Cooperative reading vocabulary	83	92	
Cooperative reading comprehension	79	98	
Cooperative speed of reading	81	98	
<b>Primary Mental Abilities</b>			
Verbal	50		
Space	92		
Reasoning	42		
Number	29		
Word fluency	40		
<b>Differential Aptitude Tests</b>			
Number		50	
Language usage			
Spelling			
Mechanical reasoning		95	
Space		95	
Clerical			

number scores would be low because of inadequate preparation in arithmetic in a rural school, but he was obviously pleased at the general level of his test performances.

Largely because he was not challenged by teachers, who had not recognized his potentialities and considered him just another big "hick" who would return to the farm, Hal achieved only the mediocre academic record presented below. It resulted in the attainment of

SUBJECT	GRADES							
	9		10		11		12	
English	B	C	C	D	C	D	C	C
Latin	C	C	D	D				
Amer. History							C	D
Civics								
Social Science	B	B						
Geography					C	D		
Algebra	B	B						
Geometry			C	D				
Biology								
Natural Science	B	B						
Physics					C	D		
Physical Ed.	B	A	B	B	B	B	C	B
Band			C	D	C	B	A	A

a rank of only 182 in a graduating class of 250 by a student who might have reached much higher levels. The tendency to get lower marks in the second semester of each school year than in the first was due partly to the fact that he commonly lost more than two weeks of school when spring planting required his presence at home on the farm. Hal said that he liked all but one of his subjects, and he ranked physics, band, and mathematics in that order as best-liked subjects.

English, until his senior year, was not a favorite subject, and he dismissed geography as a waste of time and the one course that he would not have elected had he known more about it.

During his senior year, Hal, in commenting about his courses, wrote:

In the past semester I feel that I have learned something more than just English. I have acquired a new method of thinking which differs from my original in that now instead of taking certain things for granted, I now unconsciously question them. As far as good books are concerned I have an idea of what is considered good reading.

I feel that in the last semester I did not learn all that was required in sentence structure. Its hard to say what I didn't learn if I don't know what I didn't learn.

Notable for a farm boy was the fact that Hal elected none of the agriculture, machine shop, auto mechanics, mechanical drawing, or woodworking classes offered at the school. When asked about it, he said that he learned enough about those things on the farm and that school was a place to learn the kinds of things he couldn't learn at home. His parents had encouraged him to choose the academic courses.

Band membership as a cornet player was Hal's only school activity. Although the coaches in the school would have liked to have this rugged and husky boy on their squads, he did not participate because farm chores limited his time for practice and because he had frequent, unexpected, and unexplained nosebleeds. Group activities with other youths took place only in occasional sand-lot baseball games and through membership in a 4-H Club, which he thoroughly enjoyed. The reading that he did voluntarily was described by him as adventure "psychological" stories and he said that he enjoyed such books as *The Return of the Native*, *Kim*, and *I Chose Freedom* when they were assigned in senior English. He said that such books gave him "intelligent opinions and ideas."

At the time of graduation, Hal's uncertainty about the future was reflected in the statements noted earlier in this report. Satisfied, when he first started high school, with the idea of returning to the farm,

he became less sure of that career. Occasionally he commented that farming required a lot of money—the family farm would have to be expanded if he were to work with his father—and “There are lots of easier ways to make a living.” He did feel, however, that he had had the benefit of practical experience which “I would never lose and which I can always turn to,” and he could not keep some aspect of agriculture out of his planning. Agricultural engineering seemed a likely choice and, near the end of his senior year, it seemed that he would enroll in that course at the state university. Then came the possibility of being drafted into the armed forces and the difficulty of telling his parents that he might want to leave the farm. At the time he graduated he was in a dilemma, with all the feelings of uncertainty and insecurity noted above. Hal was not a happy person when commencement seemed to require that a choice must be made.

“Regardless of what Hal does after graduation,” one of his teachers wrote, “I think he will make an excellent citizen. He has high principles and is not easily influenced by the popular trend. He is not aggressive; he finds satisfaction with his life as it now is. He is a thinker. His comments on certain phases of school life reflect penetration and understanding worthy of a mature person.”

Six months after graduation Hal reported that he was working part time on the farm and part time as a machine tender in a local factory. A year from that time he expected to be in the armed forces.

## Discussion Questions

It now appears that a period of service in the armed forces has become an essential interlude in the usual pattern of coming of age in America, which formerly consisted of high school, a job, marriage, and family responsibilities. *What steps can schools take to prepare students for the added responsibility of service in the armed forces?*

One of the major developmental tasks of adolescence is to gain greater freedom from parental control and to make decisions about

the future more independently than was done in childhood. It is evident that Hal was not developing this skill and that his parents would not have approved of any increase in expressions of independent action. Should teachers have been governed by the parents' desires in this case or was it their duty to assist him in making his own decisions? Is there any way in which Hal could have been assisted without provoking conflict between home and school and without developing feelings of uncertainty and insecurity?

What does the report of Hal's performances on speeded tests suggest concerning the need for individual interpretation of test scores in terms of the personality of the student who takes the tests? Hal could have scored higher by working at a faster rate and checking less rigorously for accuracy. Should he have been told to do so?

## Rosie

Rosie was a large, plump girl with thick glasses and a serious case of acne that did not clear up at the usual time. She had not learned enough about personal grooming to make the most of her possibilities and her plain appearance resulted in rejection by most of her classmates. Withdrawing from this situation, she became listless and apathetic in school to the point where no assignments were done. Failure in one course almost ended her school career, but she responded to counseling in time to make graduation possible.

No one at home cared about Rosie. The third of four children of foreign-born and elementary-school-educated parents who had much difficulty in earning enough money to keep the family together, Rosie was forced to make her own way. School attendance beyond the minimum legal age was not encouraged for any member of her family and, had Rosie not found a way to pay her own expenses while in

high school, her parents would not have provided for her. Typical of their lack of concern about education was the fact that her mother threw away a twenty-page manuscript of a story that Rosie had written because she considered such writing "nonsense." Since Rosie was required to share a room with a younger sister who went to bed early and, since the rest of the home was crowded, there was no place to do homework, to study, or to compose the stories she thought she could write.

Rosie's attitudes toward home and school may be noted in the autobiography which she wrote for her eleventh-grade English teacher. It was one of the longest of all those written and it earned her an *A* for that unit of the course. Without editing of any form, this is the report she gave her teacher.

#### MY AUTOBIOGRAPHY

I can remember only as far back as the age of five when the depression was still going heavy. Pa was out of work every now and then, and the family had to depend on the county or neighbors for help. Sometimes Pa got a job from the papermen planting trees or putting in a lawn for some nice, fancy home. If he made two dollars in a day, he felt lucky. Sometimes he helped a near-by farmer with the thrashing or haying if they could afford to pay. If not, they would give us food or clothing instead, which was just as good. Some of them would only promise to pay.

I can remember once when the county brought two huge boxes of groceries to the house. They contained canned goods, bread, crackers, fresh fruits and vegetables, meat, and even candy, which we haven't tasted in quite some time, then. My sister and I jumped up and down fore we had something good to eat for a little while again. Then as I went into the next room, Ma had tears in her honest-starring eyes. Not understanding what they were about I asked her and she only said that it was because she felt happy again and when I looked, I saw that the boxes contained something of even greater value than food, for in her hands were two tightly clasped ten dollar bills that meant the rent could be paid this month. Many times the coal company threatened to get our coal if we couldn't pay the bill.

I can also remember when my godfather brought all kinds of sau-

I remember when I was in the sixth grade and a nurse came to the school to check our eyes. She handed me a slip of paper stating that my eyes were very poor and that I needed glasses badly. I was glad to hear Ma say that she didn't think she could afford them, but when the second notice was received, Pa immediately took me to an eye doctor for glasses. They were of gold metal frame with round lenses and looked simply hideous. It took a little while to get used to, but I found that things really looked clearer, and for once in my life I could see the blackboard without having to stand directly in front of it. I enjoyed movies, too.

History was always my downfall at school. Math was another one. I've always liked English, though. I don't get the best marks in it, but I guess it must be because we do a lot of writing.

I don't participate in the activities because I work after school and my gang doesn't participate either.

I like school a lot more this year, but I don't get along with some of the teachers as well as I might.

As of now, I have no real ambition. I used to think I'd like to become a fashion designer, but that idea seems pretty stale right now. This country has plenty of those and the competition is high. I'm not taking any clerical subjects in school and Ma thinks I should, but I'm not interested in that type of work. Jobs are very scarce, and when I graduate I believe they'll be a lot scarcer, but that is the chance I'm taking I guess. If I could, I would like to be some sort of writer, but that takes skill, experience, practice, and usually money. I don't have either of those but the most successful people seem to start from scratch so maybe there is a chance for me, too.

Rosie was confident that she could be an author of short stories. This interest was discovered when the tenth-grade test scores listed on page 57 were interpreted to her. She seemed unconcerned about them until the counselor came to the fluency-test score. When she saw her percentile on that test she brightened up and said, "I love to write. I write stories. I can write interesting stories." Then she told freely and in lively fashion of the stories she had written "about slum girls struggling to success" and of her plans to write more. It was only when speaking of these plans and of her success as a waitress at a resort hotel, where she got big tips by "kidding the customers," that

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	39	56	
Reading Tests			
_____ reading vocabulary			
_____ reading comprehension			
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	70		
Space	23		
Reasoning	55		
Number	5		
Word fluency	99		
Differential Aptitude Tests			
Number		25	
Language usage		45	
Spelling		35	
Verbal reasoning		1*	
Space			
Clerical			
* Misinterpreted directions for this test.			

Rosie seemed to vary from her listless pattern of behavior. These were the only areas in which she showed confidence, and they might have provided, for an alert teacher, the chance to challenge her in school.

School was an unhappy experience for Rosie and when she left she was bitter about it. She disliked American history especially and would not do even the minimum assignments. A failing grade in the first semester of the course did not stimulate her, and she failed again in the second semester. Since the history was required for graduation and she therefore had to repeat it, she nearly dropped out of school. It was only when a counselor convinced her that high school graduation was highly desirable, and when he aided her in developing better study habits, that she decided to stay.

Rosie made a bad start in the American problems course in her senior year, and again the counseling processes used for history were required. Previously she had disliked biology, and had disliked mathematics so much that she avoided it completely in high school. When she elected typing in her senior year she found that she "could not stand it," and she dropped it to return to her favorite subject, art. Typing and filing as an occupation, she said, "would drive me crazy!" She liked her art work very much and elected it for three and one half high school years.

Rosie's attitude toward courses and teachers, her refusal to recite in class, and her determined resistance to doing any homework other than what could be done in one study hall per day resulted in a generally low grade-point average and a rank of 308 in the graduating class of 353. Her complete four-year record is presented below. The numbers next to the letter grades represent ratings of effort on a three-

SUBJECT	GRADES			
	9	10	11	12
English	C <sup>2</sup> D <sup>2</sup>	C <sup>2</sup> C <sup>1</sup>	C <sup>2</sup> C <sup>2</sup>	
Amer. History				
Civics	D <sup>2</sup> D <sup>3</sup>		F F	D <sup>3</sup> D
Amer. Problems				D <sup>2</sup> D
Algebra				
Biology		D <sup>2</sup> D <sup>2</sup>		
Physical Ed.	Credit	F Credit	Credit	Credit
Home Economics	C <sup>2</sup> C <sup>1</sup>	C <sup>1</sup> C <sup>1</sup>	D <sup>2</sup> D <sup>2</sup>	D <sup>2</sup> C
Typing				D <sup>2</sup>
Art		Credit		
Junior Business	C <sup>1</sup> D <sup>1</sup>			

point scale, 1 indicating a high degree of effort, 2 indicating average effort, and 3 indicating low effort. She seemed unconcerned about her standing, and when she graduated she was convinced that she wanted to have nothing more to do with education.

Rosie was not interested in school clubs. She was a member of the *Future Homemakers and Future Business Leaders of America* because election of some clubs in the senior year was required of all students, but she thought that not much was accomplished in them. She would have liked to be in a cappella choir but said simply that she had forgotten to go to the try-outs. Activities of all sorts were *limited by her many hours of work, and she could find time for only* a little reading and an occasional dance when she could get one of her rare dates. Radio listening after she got home from work in the evening was her chief activity.

Rosie did many menial jobs. For two years she ironed clothes every day for meager wages. During her senior year she found a job as a waitress at a resort hotel after a short period of work there as a general maid. The wages were low but the tips were generous and, during some weekends, she would get \$15 to \$20 from that source. She said that she got along very well with men customers and that she enjoyed "kidding" with them. They were more likely, she said, to leave big tips when pleased with her "kidding." When an employer suggested that her acne might limit her effectiveness as a waitress, she began to take treatments and her appearance improved. She liked her work more as time went on and decided to continue as a full-time waitress at the hotel after graduating from high school.

In May of her senior year, Rosie affirmed her choice of waitress as an occupation, with retail selling and service in the armed forces as second and third choices only if something interfered seriously with her first selection. When pressed for reasons for her choice, she said, "I wanted to meet people and get over my inferiority complex if I could. My work has helped some." Another reason for her choice was that "waitresses often get chances to travel." When asked what there was about her that might keep her from being successful as a waitress, she said, "My temper," and when asked what might make her suc-

cessful, she said, "I try to be nice and friendly with people and I try to give them good service." She thought that there was some, but not much, chance of becoming a hostess in a large restaurant but didn't think she would have the "ability" to operate a business of her own. She thought that things would work out well for her in the future because "I plan to save my pay checks and spend my tips."

Her self-appraisal indicates that Rosie felt, at the end of her high school career, that she had made some progress in education and in getting over her inferiority complex. On twelve items she placed herself, in comparison to other seniors, as follows:

*Highest Quarter*

Confidence that I have chosen the right career.

*Third Quarter*

Confidence that I will succeed in my chosen work.

Readiness for life after high school.

Getting along with people.

Knowing my own strengths.

*Second Quarter*

Reading achievement.

Intelligence test scores.

Rank in this senior class.

Knowing my own weaknesses.

Getting along in new situations.

*Lowest Quarter*

Achievement in arithmetic and mathematics.

When Rosie was asked about possibilities of marriage, she said there was not much chance for her. In any case, she said it would not be for a long time. "I want to get around before I settle down to raise a family."

Six months after graduation Rosie reported that she was very happy in her job as a waitress. A year later she said she would still be working there but was considering enlistment in the Women's Army Corps.

## Discussion Questions

Since Rosie took the same kind of position that she might have obtained if she had left school two years earlier, and since her earnings might have contributed significantly to the family welfare for that two-year period, would it not have been better to let her drop out of school when she wanted to do so?

By encouraging Rosie to stay in school until she was graduated, has the school not developed in her the false concept that she is an "educated" person?

Is the work of a waitress suitable for a high-school graduate? Has the school failed when its graduates go into occupations that are near the bottom of the occupational scale?

Is the fact that Rosie is very happy in her work satisfactory evidence that she has made a wise vocational choice?

What plans of action are open to teachers whose pupils will not do class assignments? Should allowances for circumstances at home be made by differentiated requirements for pupils within the same classes? If this is done, will it result in the lowering of standards in high schools? Will there be a lessening of development of the will to work?

# Teddy

The huskiest boy in his class, Teddy was known to everyone for his prowess with the shot put and discus and as one of the solid blocks in the football line. Uninterested in matters academic and unhappy about "sitting still as much as they want you to do in school," Teddy almost became a drop-out. Several times it appeared that he would succumb to the pleas of his friends to go out west and get away

from high school, but he did "sweat out a diploma." When he left after his four years of travail, he was very uncertain about the wisdom of having stayed and about his future.

Perhaps Teddy's lack of interest in school could be traced to the fact that he always had trouble with words and with reading. His test scores when he saw them, seemed only to verify what he had known about himself. He was very unhappy because English was a required subject. "I am not interested," he said, "in stories and poetry, and I can see no reason why I should have to read them and

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	23	22	
Reading Tests			
<i>Progressive</i> reading vocabulary		*	†
<i>Progressive</i> reading comprehension		†	*
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	25		
Space	25		
Reasoning	55		
Number	12		
Word fluency	78		
Differential Aptitude Tests			
Number		55	
Language usage			
Spelling			
Mechanical reasoning		50	
Space		80	
Clerical			
* 2 years retarded. † 3 years retarded. ‡ 1 year retarded.			

talk about them in class." He even disliked his classes in woodwork because marks were determined by written tests rather than by what had been accomplished manually in the shop. His writing accomplishments may be observed in the following autobiography, written for his eleventh-grade teacher. Perhaps the shortest of all those written by junior class students, it reveals in length and form the performance of a student who scorned things literary.

#### AUTOBIOGRAPHY

My name is Teddy. I was born February 15, 1933 in a little town 60 miles from here.

I have gone through Graded School and I now attend High School. My future career is one of two things the Northwest Mounted Police or Drafting. I have taken so far Mech. Drawing in 9th, 10th, and in 11th grade. I have been taking Machine Drawing. I am taking a course of algebra in 11th grade.

My favorite sports are football, ice skating, and skiing, the sports I have taken while in High School are shot put and football, and my favorite hobby is Photography. I take my pictures with my own camera and I develop them my self.

Some of the activities I am in during the Summer are Teenage club, Swimming club, and with my work at home also I am generally fairly well occupied with something to do.

Perhaps it was the desire to avoid the verbal aspects of school that led Teddy into electing the course in mechanical drawing and naming draftsmanship as a preferred occupation during most of his school years. His undistinguished academic record, which resulted in a rank of 299 in a graduating class of 353, reflected his changing interests. Since he lived on a farm, he elected agriculture in the ninth grade but he soon found that the reading of even simple agricultural pamphlets was beyond his capacity. Success in the second semester of his sophomore year in mechanical drawing, in which he got the second and last B' of his high school career, convinced him that drafting was the choice for him. His elder brother gave him a set of instruments

SUBJECT	GRADES							
	9		10		11		12	
English	D <sup>2</sup>	B <sup>2</sup>	D <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>	C
Amer. History					D <sup>2</sup>	C <sup>1</sup>		
Civics	C <sup>2</sup>	D <sup>2</sup>						
<i>Comm. Problems</i>							C <sup>2</sup>	D
Algebra					C <sup>2</sup>	D <sup>2</sup>		
Biology			C <sup>1</sup>	C <sup>1</sup>				
<i>Hygiene</i>							C <sup>2</sup>	C
Physical Ed.	Credit		Credit		Credit		Credit	
<i>Agriculture</i>	D <sup>1</sup>	C <sup>1</sup>						
<i>Industrial Arts</i>	C <sup>2</sup>	D <sup>2</sup>						
<i>Woodwork</i>			D <sup>3</sup>	D <sup>3</sup>				
<i>Mechanical Drawing</i>			D <sup>2</sup>	D <sup>1</sup>	C <sup>2</sup>	C <sup>2</sup>	D <sup>2</sup>	D

to encourage this choice, and he elected algebra in his junior year because he thought it would help him as a draftsman. Near failure in that course, and the realization that drafting was a sedentary occupation, convinced him that he should not choose it as a career, and his performance in mechanical drawing fell below previous levels. He did elect a Personal English course in the senior year because he thought it might help him, but he was sadly disappointed in it. During the last year of school he was just completing requirements and counting the days until school was finished—permanently he hoped—for him. At the time of graduation he said that he wished he had not taken civics and history because they were "uninteresting" and that he had taken machine shop and geometry because he believed that he could use them in the armed forces.

Teddy's school activities were confined to athletics. He was a member of the track and football squads for three years. He did say

that he would have liked to be in choir (prevented by a conflict in schedule with athletic activities), but he rejected invitations to join any other organizations. When he was asked what new school activities would attract him, he said, "Driving and shooting lessons."

Much of Teddy's leisure time was taken up with a motorcycle, which he had bought with his own earnings. Riding his motorcycle and participating in sports filled most of the time left after school, athletic practices, and 15 hours of work each week. He listed football, swimming, and ice skating in that order as the things he liked to do most in his spare time, with dancing and hiking as "once-in-a-while" interests. An average week for him consisted, he wrote, of the following activities:

*Saturday*

Worked all day

*Sunday*

Morning—Church

Afternoon—Swimming

Evening—Roller skating

*Monday*

Noon hour—Watched baseball.

After school—Track and work.

Evening—Baseball, radio, school work generally

*Tuesday*

*Wednesday*

*Thursday*

} About the same as Monday

*Friday*

Noon hour—Watched baseball.

After school—Track meet.

Evening—Go out.

He said that he seldom went out on school nights and that he usually got home by eleven o'clock on Friday and Saturday. This was two hours earlier than the average hour reported by other students in his class.

The statement about getting home at an early hour was similar to others that Teddy made. Interviewers always reported that he seemed to be trying to impress them that he was a good boy. He said that his friends would describe him as a "good guy" and that, although they wanted him to go with them on a hobo jaunt, he wouldn't do it. "I'm not the kind that would run away from home." These and many other statements about "doing right" and "being good" made some observers think that perhaps he was protesting too much.

Teddy was the sixth of a family of nine children, consisting of four girls and five boys. His father, a farmer with elementary-school training, was plagued by health problems and was finally forced to give up the family farm to work as a day laborer on a large farm near the city. His mother, who had completed three years of high school, confined her activities to the care of the home. Though she was much concerned about the welfare of the children she did not urge them to continue their education, and only one of the elder children had finished high school. One brother influenced Teddy's decisions so that when he proposed that they operate a filling station together Teddy agreed readily. Later, when the brother proposed that they enter the armed forces together, Teddy agreed to that suggestion too. He would not consider farming as a permanent vocation but was quite willing to undertake it for a short time until he could save enough money to set up a filling station.

The possibility of service in the armed forces, since he was of draft age when he was graduated from high school, was a serious matter for Teddy. He did not want to go but, if he had to, he thought it might be an opportunity to learn a trade. He was worried that he might be assigned to aviation, the one activity of the armed forces in which he did not want training or a work assignment.

Six months after graduation Teddy was working as a hired hand on a large farm. He liked the work but expected, within the year, to enter the armed forces.

## Discussion Questions

In view of Teddy's mental limitations and economic circumstances, has *not* the school done as well as it could have done for him? Would you have been satisfied if Teddy had been your son?

Teddy was obviously unprepared to do the reading required in high school, and this condition affected his work in all his classes. Which of the following courses of action should have been followed: retention in the junior high school until his reading improved, placement in a remedial reading group in place of (or in addition to) his regular English classes, curtailment of his athletic activities so that he might carry an extra class in remedial English?

What explanations can you give for Teddy's frequent attempts to indicate that he was a good boy?

3

Clark

Brent

Larry

Brad

Sonia

Ben

The six cases described in this chapter had troubles in adjusting, just as those in the previous chapter had, but their attempts to solve them led to conflict with school personnel, with the police, with parents, and with fellow pupils. These students are the kind who annoy teachers and disturb those who have to deal with them in out-of-school situations. They demand much more time than other students, become the object of many disciplinary actions, and become the subject of endless discussions in which they are cited as examples of how terrible young people are getting to be these days.

It is cases such as these that cause schools to set up many rules and regulations which are unnecessary for, and may do great injustice to, the majority of their students. The reader might consider, during his study of these cases, whether the usual regulations are likely to be effective with students such as these and whether some of the time spent in their enforcement might well be spent in discovering the source of these students' problems and providing assistance for their solution.

The following questions are intended to focus discussion after the cases have been read. Many others will occur to the reader.

1. Are all these six cases trying to satisfy a basic need? Is it a common one to all adolescents? If it is, why do the attempts to satisfy it result in the kind of behavior characteristic of each of these cases?
2. Would it not have been better for some of these students to drop out of school, since they seemed capable of working effectively in the out-of-school situation but very ineffectively within the school?
3. Is it really possible in the usual school situation to provide for such extreme individual differences as these six cases display? Specifically, what could have been done for each?
4. Considering the value of a high school diploma, were the actions that resulted in failure of two of the boys to graduate from high school justified?

5. What can the individual teacher do with boys who continually disturb other members of their classes but who are adept at avoiding the consequences of their behavior?

6. Each of these students had special abilities which could have been developed. How could this have been done without seeming to reward them? If these students were given special attention, would there not have been a loss in class morale because some students might believe that disturbing behavior is rewarded rather than punished?

## Clark

"Well, what have I done now?" was Clark's first question when he was interviewed by a counselor during his first year of senior high school. He often anticipated a scolding and usually expected to be "bawled out." He had begun to think that all adults, particularly teachers and principals (and excepting only his father), were persons whose chief activities consisted of berating youth and telling them what was good for them. Teachers, he felt, were people who flunked students and fussed about such unimportant things as homework, credits, and grades but who knew nothing about such important things as driving a truck, drinking beer, riding around town in a big car, going hunting, and dressing up for a date.

Clark thought he knew what was good for him, and he certainly knew what others thought would "do him good." At various times he commented:

*"I don't like history. I don't see how it's going to do me any good."*

*"Home economics (a course in cooking taken during his senior year) isn't doing me no good."*

"I wish I had taken geometry and advanced algebra because they would have *done me a lot of good.*"

"A few years of my life in the armed services will not affect me, *but do me good.*"

His teachers had other ideas of what would have been good for him. They made such suggestions as corporal punishment, deprivation of privileges at home, better attendance at school, more homework, "taking him down a peg," and "flunking" him.

Clark nearly failed many times but managed to stick it out to graduate 335th in a class of 353. The following school record indicates his progress toward that standing.

During his tenth year, Clark found one teacher who seemed to understand him. He liked the teacher of art, the informality of the art class, and the art activities so much that on an interest inventory

SUBJECT	GRADES							
	9		10		11		12	
English	C	D	D	C	C	C		
Amer. History					F	D	D	-
Civics	D	D						
Geography							-	C
Amer. Problems							D	D
World History			D	D				
Algebra	D	D						
Biology			C	C				
Physical Ed.	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
Architectural Draw.							D	-
Home Economics							D	D
Industrial Art	D	D						
Art			C	C	D	D		
Mechanical Drawing					C	C		

Clark]

administered while he was in that class he scored at a significantly high level on the artistic scale. Since this art course had been his most satisfying school experience, he elected it again the following year but a change of teachers and the return to regular school routine resulted in great disappointment and loss of interest.

Few students were more antagonistic toward history teachers than Clark. He began to annoy his teacher of world history in the tenth grade and spent most of the class periods in the vice-principal's office, where he had been sent for discipline. In the required American history class he would not listen to the instructor and either feigned sleep or read books in an obviously defiant manner. The teacher threatened him with a failing grade and, when he received one at the middle of his junior year, only the concerted effort of counselors, parents, and principal kept him from dropping out of school. Since American history was a required subject, he was forced to continue it and he did make a slightly better adjustment when transferred to another teacher. During his senior year the teacher of a course in American problems challenged him and he worked effectively, but frequent absence from class limited his chance of getting better than D grades. An operation for appendicitis, which kept him out of school for a month near the end of the senior year, almost prevented graduation with his class. On commencement night Clark held his diploma high and repeated over and over, "I got it! I got it! I sure never expected to, but I got it!"

Just what Clark might have accomplished on tests had he really tried was a subject of speculation by those who knew him. He created the impression that he was more intelligent than his academic record suggested, and it was generally believed that, if he could ever have shed his resentment at all things academic long enough to put forth maximum effort on tests, he would have scored much higher than he did. His test record is presented on page 76.

When Clark was shown his scores on the primary mental abilities tests, he was very much impressed by them and wanted to draw unreasonable implications from them. He wanted to know whether they proved that he was smart enough to be an engineer. His question probably reflected some concern on the part of his father, who, at

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	31		
Reading Tests			
<i>Progressive</i> reading vocabulary		*	
<i>Progressive</i> reading comprehension		+	
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	72		
Space	97		
Reasoning	30		
Number	80		
Word fluency	83		
Differential Aptitude Tests			
Number		70	
Language usage			
Spelling			
Mechanical reasoning		45	
Space		5	
Clerical			
* 8th-grade level.			
+ 10th-grade level.			

times, would have liked to see one of his three sons go on to the study of civil engineering.

Clark told about his school experiences and his vocational plans in an autobiography written for his English teacher in the eleventh grade. His report, edited only to prevent identification, follows.

Once when I was small and was playing baseball I had an accident. I was catching and the boy botting threw his bat and it hit me in the head. I was knocked out and when I woke up there was blood all over my face and part of my body. Then I was taken to a doctor and had

three stitches put in my head and they were in the shape of a cross. Since then I didn't play much baseball but I still like to see the game played.

I like to hunt also and I do a lot of it. Once when I was hunting squirrels, one that I shot still had some life in it. The dog I had ran and grabbed it and the squirrel bit the dog and they both kept fighting and neither would give in. I could not shoot the squirrel because the dog was too close to the gun and would get gun shy. After a bloody struggle the squirrel gave in.

The subjects I take are English, Art, United States History, and Mechanical Drawing.

In Art I like to work with clay because you can make many nice things. I made some salt and pepper shakers and some ash trays in shape of a turtle. You also can make lamps, vases and all sorts of pottery. You simply shape the project you are making by hand then let it harden over night. Then the instructor fires it in a kiln and it is baked into a glass like stage. Then you glaze it and fire it once more and it is done. You don't only work with clay but you draw with colored chalk and sketch figures and etc.

On Saturdays and days when I don't have school I work for my father. He has a trucking business and I drive truck for him. I drove all summer and thought it was kinda fun. I hauled coal, dirt, and crushed gravel. While driving truck I seen a lot of nice scenery and a lot of towns I never heard of before. When I haul coal to the canning companys I always get some pease, corn, or what ever they're canning. In the future I would like to and I guess I will run the buisness with my father and my brothers. My brothers are young one 10 years old and the other 5 years old but the one 10 can drive and does around the yard. In the winter I also set up pins at the bowling ally and pick up a little extra money.

After school nights if I don't have to stay after I go to the Youth Center at the Y. M. C. A. or play basketball or pool at the Y. M. C. A. Once in a while if there is any work to be done at home I do that after school. After supper I usually study if I got home work or watch television. If I don't have any work to do or don't feel like watching television I go to the Y. M. C. A. or to a show.

One of my pet peeves are people who have to blow there nose and don't.

As Clark indicated in his autobiography, his father owned a trucking business. Driving a truck, talking trucker's language, and living a trucker's life appealed greatly to Clark and, compared to a day on a hauling job, a day at school seemed a sissified and unimportant activity. His father encouraged these feelings by permitting Clark to drive whenever one of the truckers was absent, and Clark was so willing to do so that he missed an average of 25 days of classes in each of his senior high school years.

Clark's father had attended school for only seven years, but he encouraged Clark, his eldest son, to finish high school and go on to college. He did not, however, support his verbal statements by requiring regular school attendance or showing any concern when Clark did not achieve high marks. An elder sister had left school before graduation to marry, and two brothers, seven and twelve years younger than Clark, were in school. Their mother, a high school graduate, showed little concern about Clark's difficulties and covered up for him when there were unexplained absences from school. The trucking business was very successful and the family enjoyed a high standard of living. Their television set was one of the first and largest in the city, the children's clothes were superior to those of most of their classmates, and there were two large cars in the garage. Clark received a *new* automobile as a Christmas present during his junior year.

Automobiles and good clothes were important in Clark's life. He was handsome, and when he dressed up in his fine clothes, with lots of money in his pockets, and sat at the wheel of his new car, he was much sought after by both girls and boys. His gang was composed of boys who, like himself, did not like school and who became involved in some questionable activities. Though under the legal age, they soon found a tavern keeper who supplied them with beer, and they enjoyed many evenings consisting of a ride in the car, a few drinks of beer, and then a rowdy appearance at a school dance or at the community youth center. At one time their travels took them to a southern state, where they ran out of cash and were apprehended by the police and sent home. Clark was the only one of the group who was not reprimanded by his parents for setting out on the expedition.

Like the other members of his gang, Clark did not take part in school extracurricular activities because he thought that they were too sissified, but he did enjoy hunting trips with his father and some Hi-Y basketball games. He spent much time hanging around downtown, watching television, and going to an occasional movie. Sports books were his only reading materials.

There was never much doubt in Clark's mind about what he would do when he finished high school. He always indicated that he would enter his father's business and ultimately take it over as his own. At times he talked about going to college to study engineering, but there was little reason to believe that he would undertake the training, and his dislike of mathematics made the choice seem unreasonable. At the time he was graduated he felt that he had "all the training I need from experience." Despite his dislike of school, he felt that it had been useful. He felt that his future depended entirely on his own efforts and that he could solve any problems that came his way. When asked whether, if he had the choice, he would prefer a steady, safe job as an employee of someone else to running his own business with its attendant risk of going bankrupt, he said that he would not. "To have something of your own you have to take a chance in life." Clark had taken many risks and they had all turned out well. Hadn't he risked his chance of graduation daily for the past four years and hadn't he made it? There was always the possibility of having to serve in the armed forces, but with respect to that he said, "a few years of my life in the service will not affect me, but do me good."

Six months after graduation, Clark was driving a truck for his father and enjoying it very much.

## Discussion Questions

What techniques for the motivation of students who seem not to be interested in academic matters are available to teachers? How might some of them have been used with Clark?

When a student can see no merit in his school work, what can

teachers do to convince him that graduation is worth the effort involved and the sacrifice of current satisfactions for future benefits?

It is indicated that Clark's teachers had suggested six methods for making him conform. What are the merits and weaknesses of each of their suggestions?

## Brent

All who talked about Brent used superlatives. He was the *shortest* boy in school, the *best* wisecracker among hundreds, the boy who behaved *worst* in school assemblies, the *most* consistent in his test scores, the *most* self-supporting of all the high school population, and the one who came from the *worst* home as far as stimulation to academic success was concerned. And to many teachers he was their *most* interesting student. Brent was what is commonly called a "character."

The sharp contrast between Brent's school work and test performance can best be noted by study of his test and academic records on pages 81 and 83.

When Brent was first told about his test performances, he said that they must be in error. "I'm not that good," he remarked. "Those tests don't tell what you can do." He was obviously pleased, though, and they seemed to verify for him what he had known—that, when failure in a course seemed likely, he could put on a spurt of work and get through. Later, when a second set of test scores were interpreted to him, he was again incredulous but pleased. When the implications for success in high school and later in college were pointed out to him, he was somewhat embarrassed about his record but indicated that he saw no point in putting forth more effort than he was currently doing.

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	95		
Reading Tests			
Cooperative reading vocabulary	89		84
Cooperative reading comprehension	89		92
Cooperative speed of reading	87		97
Primary Mental Abilities			
Verbal	85		
Space	70		
Reasoning	81		
Number	90		
Word fluency	83		
Differential Aptitude Tests			
Number		95	
Language usage		85	
Spelling		95	
Verbal reasoning		80	
Space			
Clerical			

At the midsemester marking period in his senior year, when he had tentatively decided to go to college, he showed what he could do by putting on one of his spurts and was named on the honor roll for the first time in eleven and one quarter years of school attendance.

In the tenth grade, Brent disliked the course in geometry and found drafting and physical-education classes most interesting. Physics, in the eleventh grade, was the most challenging subject because there was "interesting new stuff" in it. He disliked English and said that he "always did and always would." The following letter, written to his junior English teacher at the beginning of the school year in response to her request to write a statement about himself, indicated no unusual difficulty with that subject.

Dear Miss Smith:

Ever since I have been a small boy I have wanted to see the inside of a restaurant kitchen. I have wanted to watch the chef work. During the past summer, I have acquired a job at a Cafe as a bus boy. Through this job I have found out what goes on in the kitchen. I have been able to watch and even help the cooks & chef prepare the food. I also enjoy watching people and being in crowds. This job has enabled me to do this also there are large numbers of people there every day.

I have liked sports since I can remember. I especially like football, baseball & basketball, but I have enjoyed watching or playing any sport. I have never engaged in these sports a great deal because I was too small. Last year I became manager of the High basketball team. This not only enabled me to watch the games, but It helped me to know the members of the team more. I liked to help the team and have made many new friends by helping them. I now see every game the team plays.

I am now a Jr. in high school. In Jr. English this year I hope to accomplish for myself, better study habits, which I am lacking. This is to be my goal in every class this year.

Yours truly  
Brent

In the tenth grade, Brent had been enthusiastic about drafting, but he was unable to continue it in the junior year because of scheduling difficulties. Disgusted with this situation, he elected economics and typing because they were said to be easy. When he did get into a drafting course again in his senior year, he had lost enthusiasm for it, said he hated it, and couldn't see why he had elected it. Study periods annoyed Brent, and he usually found some way to absent himself from them because, he said, he did not need to study. When pressure was brought to make him attend these classes, he read magazines to show that he meant what he said.

Brent often said that he had an "inferiority complex" about his height. He felt cheated because he was too short and too light to take part in athletics. He worshiped the athletes in the school and wanted to be near them. Some of these desires were satisfied when his appli-

SUBJECT	GRADES							
	9		10		11		12	
English	C	C	C	D	D	D		
<i>Speech</i>							C	C
Amer. History							B	C
Civics								
<i>Geography</i>							B	C
<i>Economics</i>					C	C		
Algebra	B	C						
<i>Geometry</i>			C	D				
Biology			C	C				
<i>Physics</i>					C	C		
<i>Science</i>	A	B						
Physical Ed.								
<i>Typing</i>					C	C		
<i>Drafting</i>			C	C			C	C
<i>Manual Arts</i>	B	B						

cation for the managership of the basketball team was accepted. He enjoyed the contacts with his heroes until he obtained a part-time job which prevented his continuing in that capacity.

The job that Brent took as a bus boy at a cafeteria played an important part in his career. He was permitted to extend the usual one-hour school lunch period so that he could work until two o'clock in the afternoon. He worked again from four to seven or eight each evening. In wages he received lunch, supper, and \$50 to \$60 per month. The earnings made him much more affluent than most of his classmates, and the independence they bought from his niggardly, demanding, and yet neglectful parents bolstered his ego and helped to compensate for the inferiority feelings caused by his lack of stature. He bought all his own clothes with his earnings and had enough left to go to several movies a week and to buy an after-the-show lunch.

Since he left home early in the morning and returned late at night, there were days at a time when he did not see his parents, his elder sister, or his young brother.

By staying away from home, Brent avoided quarrels with his father. He said that his dad was very sarcastic and belittled him at every opportunity. Dad, who had completed ten years of school and was employed in a machine shop, saw no merit in education and wanted Brent to leave school when he was sixteen years of age to take a job in the same shop. Mother had not completed elementary school and was even less concerned about education than the father. She was taking care of a grandchild while Brent's married sister worked, and she claimed that she was too busy to visit the school to consider her son's problems and plans. She said it would be impossible to provide financial aid for the post-high-school training of both sons and that, since they must both be treated alike, there would be no help for either. She claimed also that Brent's high school courses had not been of college-preparatory caliber. All of these statements seemed to be excuses rather than reasons, since there always appeared to be enough money for entertainment and luxury, for the parents. Brent's mother said that he would have to learn "the hard way."

At the time that Brent seemed determined to go on to post-high-school training it was found that two aunts lived near colleges. His plan to live with either of them was dropped when one aunt changed her place of residence and the other thought that he could not possibly succeed in college "because of his way of life. He does not give a darn about anything." It was very difficult to convince members of a family of which no member had even a high school diploma that Brent could profit from education at the college level. At times he was influenced by their comments and asked "What would I do in college?" He could not always find the answer to his own question, but there was a catch in his voice when he told a teacher that three of his friends had been accepted at a college. "One of them is rich enough to go anywhere," he said.

Brent's activities were carried out alone. He said, "I have no hobbies. I don't do anything." He did go skating, attend sports events,

read sports stories, and thumb through popular science magazines. At home he liked to lie around and listen to the radio, particularly to crime stories. He had more time to do this when he left his job in the cafeteria during his senior year to take a less demanding job at a dry-goods store. Much of Brent's time, however, was spent in just hanging around downtown and frequenting the youth center. Occasionally he bowled and drank beer with an uncle and a cousin.

It has been noted that Brent's post-school plans changed from time to time. During his sophomore year, interest in mechanical drawing classes suggested drafting as a career. He insisted that he didn't want "a job where there were bosses and discipline." During his junior year he considered the occupations of traveling salesman or some kind of engineer but he said, when questioned further, that, of all the things he might want to do, becoming a priest would hold first place. When he thought he was not being taken seriously, he added with a laugh, "Can't you just see me as a priest?" After he had thought it over and had looked into the pros and cons of that vocation, he decided that some sort of business would be a better choice and he indicated that he wanted to go to college to study business administration.

The possibility of his being required to serve in the armed forces was disturbing to Brent, who believed that one as small as he would get "pushed around." If he did have to go, he said, he wanted to be an officer, "fast." He did not hesitate to say that he was not eager to "die for his country," but he did give consideration to the possibility of applying for admission to the U. S. Coast Guard Academy, where he could get officer training. If that failed and he was sure he would be drafted, he said that he would join the Navy. As an enlistee rather than a draftee, he thought that his chances of promotion would be better.

In the spring of his senior year, Brent decided that he wanted to go to the state university but saw no hope of financial support. When the possibilities of scholarships were pointed out to him, he was skeptical but said "I'll be willing to take fifty tests if I can get one scholarship." Since the state university did offer scholarships to a

limited number of students of high promise who had not reached top ranks in their classes, it was suggested that he make an application for one of them. He did so and was granted a tuition scholarship. With this, with savings from summer work, and with a part-time job, it seemed that Brent was well on his way. The only thing that seemed likely to interfere with his plans was the possibility of entrance into the armed forces.

At the time he graduated he was asked what there was about him that would make him successful in the training he had chosen and he answered that he would "try to make good." When asked what might keep him from being successful, he said, "Won't be smart enough." He said that school had been useful and pleasant, that he wished he had taken senior English and foreign languages because they would have helped in college, and he wished that he had worked harder in history and geography but had not done so because "I was getting good marks without spending time on them."

Looking toward the future, he thought that things were going to work out well for him because "I think that if I want to work hard and be successful, I can." Five years after graduation, he said, he wanted to have his own business and, ten years after high school, to have "a bigger and better business." He expected that he would become a member of the Knights of Columbus and the Chamber of Commerce, but he recognized no social problems about which he would be concerned enough to do anything. He said that he was highly confident that he had chosen the right career and would succeed in the work he had chosen, that he could get along with people and adapt to new situations, and that he was ready for life after high school.

Six months after he was graduated, Brent enlisted in the Navy—presumably because he felt that he could not raise enough money to attend the university with only a tuition scholarship and neither encouragement nor financial assistance from home. It appeared as though Brent had reverted to one plan previously considered with one of his teachers—to join the Navy and, after completion of his

service, to go to college with support of the G.I. Bill of Rights. "Then," he said, "maybe my parents will be convinced that I really want a college education and they will give me support."

## Discussion Questions

Teachers advised Brent to consider college work because he had high test scores even though his marks were low. Would you agree with their recommendation? What could have been offered to Brent as a substitute for study periods? What can teachers do for boys like Brent who neglect their studies for long periods of time but get passing marks on final tests by cramming?

Is it ever advisable to show students that college entrance may be postponed until after service in the armed forces so that they may take advantage of the G.I. Bill of Rights? In what circumstances?

# Larry

Larry was never antagonistic, but he was usually too exuberant to sit still in classes. He was skilled enough in machine-shop work to qualify while still in high school, for a job in a machine-tool plant of high standards, but he could not inhibit the tendency to disturb others who were working at neighboring machines. He could annoy teachers by his groans and hoots nearly, but not quite up to, the breaking point of their tolerance. When trouble seemed finally to be coming to a head, handsome Larry knew how to calm the situation with a disarming smile. He was a thorn in a prim teacher's flesh, but he had not a mark against him in the disciplinary black book. Though he seemed to have an array of talents and potentialities, mechanical

and political if not academic, Larry never quite seemed to reach his potential.

Larry told about his pre-high-school experiences in an autobiography written during his eighth school year. It is presented below with only minor changes to prevent identification.

### "AN AUTOBIOGRAPHY OF MY LIFE"

My name is Larry. I was born on Sunday December 10th 1933 in the Community hospital at Stafford Wisconsin. My childhood began on the same farm on which I now live. This farm consists of one hundred and fiveteen acres. One of my toys which I liked and played with very much was a toy barn with toy animals and farm equipment. That was given to me as my fourth birthday gift. I had a small swing outside of the house by a grapevine in which I spent much of my time. I used to walk down to the fields where my father would be working. Many times he would have to bring me back to the house. At night I would go to meet him. I spent much time in the orchard picking apples. When my mother would call me I would want to stay. At night when it was time to feed the chickens I would give them corn. We had a smal goat and a cart to hook the goat to. She was very tame and often we would have a hard time to make her go. We had a little dog with the name Lady. I played with her and we often went down to our neighbors togather. We soon moved to the city of Jonesville. I played cops and robbers with a neighbor boy. We would go to meet my brother and sister when they would get out of school. We lived on a steep hill so it was easy to coast or sled. I would always take the wheel and tire of off my wagon and pretend to fix it. Many times I wouldn't be able to get it fixed again. There was a deep sand pit behind our house. There was a deep lake at the bottom on which we could fish on oneside and swim on the other. My brother would take me fishing with him. He made me my first fish pole so I could fish to. Once when we were fishing a fish bit my worm of. I was holding my brothers pole which he put another worm on. A big Sunfish came along and nibbled the worm, so I caught my first fish. The next fall I went to school. I was in kindergarten so I just went in the mourning. The next fall I was in 1st grade. I didn't like school so well that year because I had to go all day. In the spring we moved to another residence in the city of

Larry's undistinguished school record, which produced a rank of 71 in a senior high school graduating class of 100, shows some interesting patterns. First- and second-semester grades are shown for each school year.

SUBJECT	GRADES							
	9		10		11		12	
English	D-	C	C-	B-	D+	C-		
Amer. History					D	C-		
Civics	C	C+						
<i>Speech Problems</i>							C+	C
Algebra	D-	D						
<i>General Math</i>							C	<i>Dropout</i>
Biology			C-	C				
<i>Manual Science</i>	C	C						
Physical Ed.	C+	B	B-	B	B	B	A	A
<i>Machine Shop</i>			C	B	B	C	B	B
<i>Agriculture</i>			D+	C	B-	C	B-	B+
<i>Personal Hygiene</i>							C	C-

Interpretation of his academic record may be facilitated by examination of Larry's test performances shown on page 91. His scores on tests seemed always lower than one would have expected. His effort was not always maximum, and his scores were probably lower than they might have been if he had tried. Even when test situations were carefully proctored, he could usually find time to make a few comments to others and to waste some time.

Larry's one bright spot of the school day was the machine-shop period. Here a teacher who recognized his skill and temperament

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henman-Nelson Test of Mental Ability</b>	55	37	
<b>Reading Tests</b>			
_____ reading vocabulary			
_____ reading comprehension			
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	35		
Space	48		
Reasoning	60		
Number	68		
Word fluency	94		
<b>Differential Aptitude Tests</b>			
Number		15	
Language usage			
Spelling			
Mechanical reasoning		75	
Space		15	
Clerical			

outlined projects that challenged him. He said that he hated English and disliked history. The latter subject he said was difficult, and since he couldn't get it, he did not try very hard. During his senior year, Larry was barely meeting requirements for his diploma in a routine manner. He was thoroughly bored with everything but the machine-shop hour.

Participation in school athletic contests was limited for Larry because he was commuting five miles by bus from his farm home for the first two years of high school, and because he had many chores to do when he got home. During his second year of high school he did find time for one sport, and he chose boxing since it had the shortest season. He was interested in basketball but, since he could not find

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SUBJECT	GRADES							
	9		10		11		12	
English	D-	C	C-	B-	D+	C-		
Amer. History					D	C-		
Civics	C	C+						
Local Problems							C+	C
Algebra	D-	D						
General Math							C	Dropped
Biology			C-	C				
General Science	C	C						
Physical Ed.	C+	B	B-	B	B	B	A	A
Machine Shop			C	B	B	C	B	B
Agriculture			D+	C	B-	C	B-	B+
General Typing							C	C-

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	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	55	37	
<b>Reading Tests</b>			
_____ reading vocabulary			
_____ reading comprehension			
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	35		
Space	48		
Reasoning	60		
Number	68		
Word fluency	94		
<b>Differential Aptitude Tests</b>			
Number		15	
Language usage			
Spelling			
Mechanical reasoning		75	
Space		15	
Clerical			

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SUBJECT	GRADES							
	9		10		11		12	
English	D-	C	C-	B-	D+	C-		
Amer. History					D	C-		
Civics	C	C+						
<i>Social Problems</i>							C+	C
Algebra	D-	D						
<i>General Math</i>							C	<i>Dropped</i>
Biology			C-	C				
<i>General Science</i>	C	C						
Physical Ed.	C+	B	B-	B	B	B	A	A
<i>Machine Shop</i>			C	B	B	C	B	B
<i>Agriculture</i>			D+	C	B-	C	B-	B+
<i>Penmanship</i>							C	C-

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Larry's one bright spot of the school day was the machine-shop period. Here a teacher who recognized his skill and temperament

time to practice with the regular teams, he turned out only for a Future Farmers of America club team. During the senior year his duties permitted participation in one sport; he elected basketball and became a member of a second-string school team. He also played baseball on a sand-lot team.

Larry liked hunting and fishing and usually arranged to get some time for them. His only reading matter, other than farm magazines, consisted of sport stories, and his radio listening was limited to sports broadcasts. He received an allowance as payment for his work on the farm and earned some additional money by detasseling corn during the summer. He saved enough to buy an ancient automobile so that he could drive to school and take his girl to the movies in the neighboring city.

A health-guidance record maintained over the complete period of Larry's school attendance indicated that, except for attacks of measles, whooping cough, and chicken pox in early childhood, he had no periods of ill health or any physical disabilities. He was a tall, vigorous lad whose appearance was enhanced by meticulous grooming that made him stand out from his group of farm contemporaries.

Larry was the youngest child in a family of three. An elder sister was married, and his brother, after a year of work on the farm, left to take a job as a semiskilled worker in the city. His father, who had gone as far as the tenth grade in school, operated a farm on a 60-40 share basis. His mother, a high school graduate, wanted Larry to go on for further training after high school. The family was willing to make some sacrifices to finance this training, but Larry wanted to go to work at something "practical" after he finished high school.

At the time he entered high school Larry said that he wanted to be a professional baseball player, but he soon gave up the idea when the competitive conditions in that field were explained to him. In his junior year he said that he supposed he would "end up farming," though he would like *truck driving or auto mechanics*. At that time he was asked by his English teacher to write a short statement on his plans for the future, and he wrote the following report.

and it seems likely that greater variability would have been observed if observations had been repeated more frequently.

The inconsistencies among the descriptions of Larry by those who had individual conferences with him reflected the impressions he made upon others. At times he was described as "cocky" and was said to express the attitude that he could handle things without help from others. At other times he was described as holding himself aloof. Some said he had a tendency to drift along the easiest path, and others said he was a serious lad. Occasionally he was described as stolid and again as an "easy talker." No one claimed to understand him well.

Larry was graduated with a rank of 79 in a group of 100. He worked with his father on the farm during the summer after graduation and then took a job for 45 hours per week as a sandblaster in a factory. He continued to live at home and to help his father with farm chores. When asked whether he liked his job, he replied, "Yes and no. I prefer a cleaner job." To a question about what he would like to be doing during his second year out of high school, he said that he would like an "outside job like farming." Then he added, "Thanks for your interest."

## Discussion Questions

Is there any reason why Larry's school day might not have consisted of one third machine shop, one third academic work, and one third work in industry with school credit? It has been found that most of the workers who are dismissed from jobs are dismissed because they do not get along with others. Larry found it difficult to keep from annoying fellow workers. What could have been done to help him to develop the personal qualities needed to hold a job?

Descriptions by Teachers of Subjects Indicated		Grade 10	Grade 11	Grade 12
RESPONSIBILITY	Does even more than he is required to do in assignments.		Machine Shop	
	Does what he is told to do but no more.	Machine Shop	English	Machine Shop Typing
	Needs some prodding unless especially interested.	Biology		Social Problems
	Needs prodding even on small assignments.		History	
	Doesn't do his work even when he is prodded.			
INFLUENCE	Habitually controls the thoughts and activities of other students.			
	Doesn't control but does influence thoughts and activities of others.	Machine Shop	Machine Shop History	Machine Shop Social Problems
	In certain groups he influences others.			
	Is carried along by nearest or strongest influence.	Biology	English	
ADJUSTABILITY	Feels secure in group situations.	Machine Shop		Typing
	Anxious about his standing in groups.	Biology	English Machine Shop History	Social Problems Machine Shop
	Other students seem indifferent to him.			
	Other students reject him.			
SOCIAL CONCERN	Shows balance in considering welfare of himself and others.	Biology	Machine Shop	Typing
	Not interested in welfare of others unless what they do affects him.	Machine Shop	History English	Machine Shop Social Problems
	Talks about social welfare but does nothing about it.			
	Shows no concern for welfare of others.			

# Brad

Brad was one of three students who were not graduated with their high school class of 220 students. A stuttering, confused lad whose unshaven face, greasy clothes, grimy hands, and dirty fingernails made him the worst-groomed boy in school, Brad began losing contact with reality, lapsed into word-salad language, and deteriorated rapidly in the last two years of high school. Needing sympathy and encouragement, Brad received only abuse, threats, and flunks until he felt so bitter about "this educational clambake" that he wanted to leave school. When he tried to do so in order to begin an apprenticeship in his chosen work, he found that a high school diploma was needed. Forced back into the school that he hated and into the classes of teachers who, he hoped, might "approach me with something a little bit less deadly than a double-bit axe," Brad stuck out four years of misery in high school.

Brad expressed himself in his inimitable way in a letter written to his junior English teacher.

Miss Shannon,

You wanted to hear the story of my peculiarities so here goes:

I reside at 240 Appian Street and I live with my mother and dad and two brothers and as a result there is a lot of noise and assorted miscellaneous etc. around all of the time so I have a quiet room upstairs on the top floor where I got my start in the electrifying hobby, electricity. I have a background in same and I find there is one thing that is necessary in even this—money. The absence of this one thing leaves me in a financial quandary—most of the time. So I went out and found a job—oddly enough in electricity. You have probably heard of the enterprise called the sound business. Well, I work there; That is, for Sound By Johnson. I figure that I might as well get into something that I'm interested in. I've seen a lot of various characters in Senior high that don't have the slightest idea what they want to do

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	72		
<b>Reading Tests</b>			
<i>Cooperative</i> reading vocabulary	91	92	
<i>Cooperative</i> reading comprehension	95	60	
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	68		
Space	70		
Reasoning	55		
Number	18		
Word fluency	15		
<b>Differential Aptitude Tests</b>			
Number		25	
Language usage		10	
Spelling		90	
Mechanical reasoning		99	
Space		65	
Clerical			

experiment with machine-shop materials, chemistry, or the repairing and making of electrical equipment. He became interested in radio and tried to prepare himself for the Federal Communications Commission radio operator's examinations. The first attempt to pass the theoretical part of the test was unsuccessful, but he set out to master it on a second trial. His interest in communications was further developed when he got a part-time job with a sound-truck operator who traveled to county fairs and public events where recording and broadcasting devices were utilized. When his employer discontinued his business, Brad found some odd jobs in the repair of electrical equipment. The work he did was so satisfactory that he was paid as much as \$1.50 an hour.

With his interests and his experience, it was not surprising to find that Brad had chosen a career in those areas. The first choice of engi-

cept biology, physics, and auto mechanics. He said that he was too busy to do any homework in any subject.

Most of his teachers believed that Brad could have done good work

SUBJECT	GRADES							
	9		10		11		12	
English	C	B	D	F	F	-	D	F
Amer. History								
Civics								
Local Science	C	C						
Algebra	D	F	D	F	F	Dropout		
Arithmetic					C	D		
Biology			D	D				
Chemistry							D	F
General Science	B	B						
Physics					C	B		
Physical Ed.	C	C	D	D	C	F	Dropout	
Manual Arts	B	C						
Drafting			D	D				
Auto Mechanics							C	B
Typing					F	Dropout		

if he had chosen to do so, and their beliefs, except about mathematics, seemed to be validated by his test scores. The low score on language usage can be discounted since, by the time he took that test, he had developed so strong an aversion to English that he would not put forth effort on tests that attempted to measure what had been covered in English classes.

The mechanical-test score simply elaborated the obvious in his case. Brad was one of those single-interest boys who found no time for any of the common student activities. He had wired his home for sound, with speakers in every room, and he had a "lab" in which he did his puttering. Nightly after supper Brad went to this room to

than the second quarter of his class. Although he knew he could not graduate with his group, he ranked himself in the second quarter of his class. Despite his knowledge that he did not have any close

In the item given below, I would be, compared to other high school seniors, in the (indicate with check)	Highest quarter	Third quarter	Second quarter	Lowest quarter
1. Achievement in my special field of interest (write it below) <u>RADIO</u>	✓			
2. Reading achievement		✓		
3. Intelligence test scores	✓			
4. Achievement in numbers		✓		
5. Confidence that I will succeed in my class work	✓			
6. Getting along with people	✓			
7. Rank in this senior class		✓		
8. Confidence that I have chosen the right career	✓			
9. Knowing my own strengths	✓			
10. Knowing my own weaknesses	✓			
11. Readiness for life after high school	✓			
12. Getting along in new situations	✓			

neer at a radio station remained his preference throughout his high school career, although he thought occasionally of other occupations. His father was a machinist at a machine-tool factory and, when it became apparent that Brad was not going to be successful in academic work, he proposed that his son join him in that trade. A request for an apprenticeship was filed but was rejected until he had a high school diploma. Since there seemed to be no hope of being graduated, Brad promptly gave up the apprenticeship plan. At times he thought of applying for a position as electrician in the telephone company or in the local power and light company, or of trying to start an electrical repair and equipment business of his own after a period of employment with a local construction company. Always, however, he returned to his first choice of radio engineer. He saw no reason why, with eight years of experience on electrical equipment, he could not succeed in that field, and he hoped, within five years, to be a chief engineer in a radio or television station. He said that he could "handle anything that might come along" and was sure that the future looked good because "It has electronic possibilities with the atomic business coming up, a new power source is coming and there's openings for repairmen, etc." He said that he would like to join the American Radio Relay League and then get married. After the latter statement he added, "Hah!"

When the possibility of service in the armed forces arose, Brad thought that it might present an opportunity for further training in his field. He had looked up the Navy's classification system and was impressed with the title and duties of an Interior Communications Electrician. There was some doubt about whether Brad could pass the armed forces psychiatric screening test, since his stuttering had become noticeable and his "word-salad" speech was easily recognizable as a symptom of mental disturbance, but Brad did not realize these things. He spoke about the armed forces as though they would be very fortunate to get so skillful a recruit.

Typical of Brad's condition was the fact that he seemed never to recognize his own limitations. On a self-appraisal scale filled out during his last month in high school, he placed himself not lower

# Sonia

Here is Sonia's description of herself, just as she wrote it when she was a junior in high school.

## MY AUTOBIOGRAPHY

I fear this autobiography will be very uninteresting simply because my life is uninteresting. That may be a very dull way of looking at things but at the age of 15 most girls dream of all the clothes they'd like to have and places they'd like to go and then when they wake up from that dream life reality naturally seems dull.

I mentioned this because it seems most older people forget how children feel. They don't understand why life should be dull when we're so young and free and don't have to worry about a job or a place to live.

I started school when I was about four. When I was in first grade I liked my teacher and therefore decided that I would someday be one.

I was fairly well liked by students and faculty alike but I never took part in any activities.

I think it would have made me feel more at ease when I was among a group of children if I would have belonged to a few activities.

When I was in fourth grade I started getting the feeling that I wasn't liked and that feeling has stayed with me.

Around home I was known as pouting pansy because I just about cried every time someone teased me.

In seventh grade I was going to a parochial school and I started going around with a girl in this school and after that I felt a little more at ease when a group of children talked to me. I began to feel more like I was one of them instead of feeling inferior to them, but I still wasn't over that feeling completely.

I am in high school now and I get along with all the kids but I still don't belong to any groups such as Girls Athletic Association or Y-Teens.

friends, he thought he was in the top quarter of his class in getting along with people. And though his weaknesses (and strengths) were apparent to all who would look, he had never given any indication that he knew what they were. He did not, for example, see any reason why he would not succeed in his post-high-school career.

At the time his class was graduated, Brad was in a dilemma. He wanted a high school diploma because he realized its importance in getting into the kind of work he wanted. Should he come back to school and endure another year of torture? Should he take a job and try to complete his work with correspondence lessons? Should he just take a full-time job and forget about the high school diploma? Or should he enlist in the armed forces? In Brad's school there was no one to counsel with him. There was no one to answer his questions, tell him where to seek the answers, or even give him a sympathetic hearing. No one regretted that Brad, the unkempt, stuttering, electrical "nut" who would not do his homework, was leaving school. There would be a new class in the fall and its members would be easier to handle if Brad's fate could be described to those among them who would not conform.

Six months after leaving school Brad reported that he was doing electrical machine repair work for a local power company. In his second year out of high school he said he hoped to be "specializing on carburetors, speedometers, and magnetos."

## Discussion Questions

Would it not have been possible to work out a shop course supplemented by work with school credit that would have been much more profitable for Brad than the course he was required to take? Was it Brad or the school that failed? Would you recommend that Brad be treated by a psychiatrist? What symptoms should be considered in making such a recommendation? The personnel of this school could use Brad as an example of what happens to pupils who do not study. Were they justified?

SUBJECT	GRADES			
	9	10	11	12
English	C <sup>2</sup> C <sup>2</sup>	D <sup>2</sup> C <sup>2</sup>	D <sup>2</sup> F	- D
Amer. History			D <sup>2</sup> D <sup>2</sup>	
Civics	C <sup>2</sup> C <sup>2</sup>			D <sup>2</sup> C
Amer. Problems				
Algebra	D <sup>2</sup> D <sup>2</sup>			
Geometry		C <sup>2</sup> D <sup>2</sup>		
Biology			D <sup>2</sup> D <sup>2</sup>	
Physical Ed.	Credit	Credit	Credit	Credit
Home Economics				C <sup>2</sup>
Typing			C <sup>2</sup> D <sup>2</sup>	C <sup>2</sup> D <sup>2</sup>
Shorthand			D <sup>2</sup> D <sup>2</sup>	
Junior Business	C <sup>2</sup> C <sup>2</sup>			

drop shorthand because she could not keep up with the speed of the other members of the class. She said that she would fail a course rather than give an oral report in it.

The pattern of behavior that she exhibited in classes carried over to other activities. When she was sent out to work in an office in a work-experience program for school credit, she did not like the brick floors and green shades in the room. And she did not like her fellow workers because "they were too catty and they did not like me because I wouldn't be catty, too." She did not like a part-time job as a store clerk and left it soon after she began.

When asked how her friends would describe her, Sonia said that they would say she was selfish and that she wanted her own way. She indicated that she was getting along better with her friends since she had stopped telling them what she thought about them. She encouraged the attentions of a boy who drove an expensive car but said

When-ever I am asked why I don't join I just say I don't like the kids that belong, but if I was ever asked which kids I don't like I couldn't even say.

I have never let on to any one that I ever feel inferior and I don't think I show it by my actions.

Sonia was a difficult person to find in school. She stayed home the equivalent of 51 days in half-day sessions during her years in senior high school and, when she was there, she was so expert at evading school regulations on any pretext that she just never seemed to be in the place to which she was assigned. She flitted about the halls with permission slips to go to the library, the typing laboratory, the nurse's office, or to any other spot in the building. She failed to do assignments and often arranged to be absent from classes on the days when they were due so that she had an alibi when the work was not done. Only one teacher followed through sufficiently to recognize what she was doing, and in that class she received her only failing grade. She came sufficiently close to failure so frequently that she ranked only 329 in a graduating class of 353. Her complete record appears on page 105; the numbers next to each grade indicate the degree of effort, (1) being high, (2) average, and (3) low.

In only one subject in one semester was Sonia's effort rated as excellent. She had started a course in clerical training, and because she liked the teacher and the subject seemed practical, she went right to work. As the work became more demanding in the second semester, her interest waned and she returned to her old practices. Sonia had very definite feelings about courses and teachers. She liked book-keeping but not the teacher of that subject. She disliked geometry and the teacher of geometry. She refused for a week to attend the class in American problems to which she had been assigned because she did not like the teacher, and she might have missed graduation with her class had she not been permitted to transfer to another section. She disliked history because it was too difficult, but she admitted that she did not try very hard in that class. She disliked typing because of the speed tests, in which she said she got very nervous because one error counted so much against her. She said that she was forced to

that she was just leading him along without serious intentions to get the privileges which his plentiful supply of cash provided, and that she was dating other boys without his knowledge. She had many quarrels with her parents and she seemed unhappy about not getting her own way at home. As leader of a gymnasium class for younger girls, she was happy when she was a boss—completely in control—but she found it difficult to share that experience. Her nickname of Pouting Pansy seemed often to fit well.

Sonia did have *some* physical, mental, and social assets but the emphasis was on the first of these. On the second, as measured by tests, she usually ranked in the lower half of her class, as shown by the following scores.

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	51		
<b>Reading Tests</b>			
<u>Progressive</u> reading vocabulary		*	
<u>Progressive</u> reading comprehension		†	
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	50		
Space	0		
Reasoning	17		
Number	25		
Word fluency	80		
<b>Differential Aptitude Tests</b>			
Number		50	
Language usage		30	
Spelling		35	
Mechanical reasoning			
Space			
Clerical		35	
* 1 year retarded      † 2 years accelerated			

## Discussion Questions

Is it ever desirable to permit students to change classes because they do not like the teacher of the class to which they have been assigned? If not, what are the possible alternatives and their consequences?

How could Sonia have been helped in getting along with others? Would it have been desirable to discuss her own limitations frankly with her?

# Ben

## A Drop-out

"You're not going to that choir concert until you finish this assignment."

"I'm going right now."

"If you go, you can never come back to this school."

"I'm on my way. So long."

Just as suddenly as that Ben became a drop-out from high school, after eleven and three quarter years of school attendance. He never came back to finish the work for the diploma that he had almost earned. He had shut himself off permanently from those countless educational and vocational opportunities that require a high school diploma, and he had disappointed his parents and his girl friend. The teacher thought that she had won her point, and Ben was sure that he had won his. She had maintained her standards, and Ben was free to start a career.

It was not as though Ben's failure to complete assignments was something new. During his tenth school year, the biology teacher reported that Ben did his work only when specific topics were of

was as much chance to get ahead today as there was when they were young. "Yes," she said, "because you are judged by you yourself rather than what your family is."

Until she reached the senior year, stenography in a big office with good pay after finishing high school and attendance at a business college was Sonia's choice of a post-high-school activity. During that year she became convinced, as the result of talking to a friend who had attended a modeling school, that she could be successful as a model. Her family, now certain that she would never go to college, agreed to send her to a school for models. Sonia was not quite certain that she was ready for it at the time she was graduated, however, and, since she wanted a job "to fall back on if modeling doesn't go," she took a position as an office worker in her home town. When asked about the possibility of marriage, she said, "You never can tell when."

At the time she was graduated from high school, Sonia thought that school had been a fine experience. She regretted the time wasted on algebra and the fact that she had not gone out for dramatics because she was "a little backward." She was highly confident that she had chosen the right career, knew her own strengths, and was ready for life after high school. She was less confident that she could get along with people and in new situations.

Six months after graduation from high school, Sonia gave this report of her activities in a letter to a counselor enclosed in a brilliant red envelope addressed with white ink.

I am working at a machine tool company in production control. I keep track of men's hours to see if they are working as fast as they should be. I run orders off on the ditto machine and file them. I also have to do with the time keeping.

I found a modeling school which has much cheaper rates than the one I had planned on going to. I have not given up the idea but I am not going to give up my job. They work out a schedule that fits a person's wants. I do not think I will start until the spring.

Thank you for the interest you have shown in me during my school years and are continuing to show.

Very truly yours,  
Sonia

SUBJECT	GRADES							
	9		10		11		12	
English	D-	D-	C	D	D-	C		
Amer. History					C	C		
Civics	C	C+						
<i>Social Problems</i>								<i>Incomplete</i>
<i>World History</i>			D+	D				
Algebra	D-	D						
Biology			C	C-				
<i>General Science</i>	C	C+						
<i>Chemistry</i>					D	D		
Physical Ed.	A	A	B	A	B	A	B	
<i>Typing</i>					C	D		
<i>Handwork</i>			C	C				
<i>Printing</i>							A-	
<i>Mechanical Drawing</i>								<i>Incomplete</i>

out of school and that the period devoted to a cappella choir was the only bright spot of the day.

Ben would probably not have earned a high grade-point average even if he had been more conscientious. The test record presented on page 112 shows what Ben achieved by trying hard on every test. When the scores were interpreted to him, he seemed disappointed that they were all low, although he had expected to do poorly in number and language usage. During the two-year period in which he took the tests, Ben had spoken of going to a university to undertake a difficult course requiring much science, but the test scores confirmed what his marks had led him to suspect—that he would not be a good enough student to succeed in the university course he had chosen. Later, when he began to think about service in the armed forces, he became concerned about the way in which test scores might influence his military classification.

interest to him. The English teacher reported that he would not do any work unless prodded and said, "Because of Ben's laziness, his school work suffers. Ben is more interested in sports and hunting than in school." A second English teacher said that Ben found it difficult to limit his social activities enough to get his school work done, and she added that he was too much "in love" to settle down. Except for the typing teacher, who said that he was a good worker, tending to his own business, all his eleventh-grade teachers described him as less than conscientious. He was generally described as being secure in his social relationships, as strongly affecting the ideas and activities of his associates, and as not much concerned about the welfare of others unless what they did materially affected him.

Everyone agreed that Ben was a pleasant, friendly fellow. His wide, infectious grin was often noted by those who reported about him. They all agreed that he seemed to like everyone and that everyone liked him. Only rarely did Ben become serious, but when he did so he seemed determined to do better in school. Occasionally he showed spurts of effort that promised achievement, but they faded out when he was tempted by his friends to enjoy life more and study less.

Ben's academic record indicates his status up to the time he left school. His A and B grades were achieved only in choir, which he loved, in printing and woodworking, where he had a chance to move around, and in physical education, where his first-string standing on the football squad was given recognition.

Ben disliked world history because he could see no sense in it but was less unhappy about American history when he had a male teacher. Although a male teacher and assistant coach made English a little more acceptable in the eleventh grade, Ben had always met difficulty in that field. Mechanical drawing appealed to him during the senior year and he spent many study periods doing extra drawings for that course. His senior-year program, consisting of social problems, woodwork, printing and a *cappella* choir, was the best one he had ever had, and his marks at the time he left school were the best he had ever achieved. He did say, however, that he was impatient to get

with truck drivers of the company for which he had worked and he went with them on trips to Chicago. Once he acted as alternate driver on a trip to Texas. Wheeling a big "semi" along the road while singing a trucker's song was Ben's idea of the most thrilling job in the world. School soon became a place where unimportant activities were carried out, and where women and sissified men who didn't talk trucker's language bossed you around.

Ben was masculine in all his activities. He used his husky body very effectively on the football squad, on the roller skating rink, and on long hunting trips. When he joined the National Guard, he enjoyed the physical activity at drills and at summer camp. And he loved to sing with a deep, bass voice. This love of singing, which later was the immediate cause of his leaving school, was satisfied by singing when he was alone, singing in choirs, and attending all the performances of choirs and choruses that he could possibly reach. The teacher who realized the strength of his interest in choirs, and who attempted to use it to force him to do other assignments, knew that she was bucking a strong force when she forbade him to go to the choir until his lessons were done.

Perhaps Ben's lack of concern about leaving school was due to the fact that his father operated a small hardware store in the community and wanted to take his son into the business. Both of Ben's parents were fond of the eldest of their three children and were inclined to be oversolicitous about his welfare. Their behavior had, in a sense, provided Ben with a cushion to fall back on if his other plans did not develop, and this cushion appeared to be one of the reasons why he seemed not to care whether or not he succeeded in academic matters. Mother and father, he knew, would always welcome back a prodigal son. They were greatly disappointed when he left school before graduation, but their pleas and tears did not succeed in getting him to return.

Ben was not quite eighteen years old when he dropped out of school. He was not, therefore, permitted to work as a regular truck driver, and he sought a job as laborer in a foundry. When he was seen at the foundry one month after leaving school, he was a "very

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	23	31	
<b>Reading Tests</b>			
_____ reading vocabulary			
_____ reading comprehension			
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	25		
Space	80		
Reasoning	42		
Number	20		
Word fluency	15		
<b>Differential Aptitude Tests</b>			
Number		5	
Language usage		5	
Spelling		0	
Verbal reasoning		30	
Space			
Clerical			

Ben's leisure activities, work experiences, and vocational choices became interrelated, and they affected each other. Success in athletics, and summer contacts with a graduate of his school who was playing football and studying forestry at a large university, made Ben think, until he became convinced that he was not a good student, that he would follow the same path. During the summers between his sophomore and junior years he worked for an agricultural engineer and in the process he learned to drive a truck. The next summer he got a full-time job as driver of a gravel truck on a road-paving contract. On this job he lived in a barracks with truck drivers, learned how to grease, oil, and make minor adjustments on trucks, and developed a high degree of familiarity with this line of work. When he came back to school for his senior year, he maintained his contacts

unhappy boy" who said he was sorry that he had left school but who could not be persuaded to return. As soon as he became eighteen, however, he did get a job as a truck driver and he thoroughly enjoyed his work. Temporarily free from service in the armed forces because of his membership in the National Guard, Ben was eagerly looking forward to the time when he reached twenty-one and would be eligible to "wheel" big semitrailers across state lines. The fact that his girl friend of high school days was now "high-hatting" him because she was in college seemed not to concern Ben. He was happy with his trucks. Perhaps never—but perhaps when he is passed over for promotion because he is not a high school graduate, will Ben regret that he did not forego that choir concert to finish his assignment.

### Discussion Questions

Is the giving of ultimatums to students on the spur of the moment ever justified? Since the possession of a high-school diploma is important in obtaining a position, would it not have been better if Ben had been permitted to complete his high-school work?

What procedures may be used to help students who seem to be making unreasonable vocational choices?

How can teachers make school work seem valuable to students who see no relationship between their studies and their post-high-school goals?

Nora

Vera

Diana

Jane

Lena

Martha



**THE  
HAPPY  
ONES**

# Nora

When teachers and counselors were asked to describe Nora, their comments were usually like these.

"It was a lift for me to talk with a student who is apparently adjusted at home and school."

"When Nora says she will do a thing, I can depend on her. She will see to it that she gets at it without complaint or poor attitude."

"She is quiet and shy, but after all the others a person has, it is sort of nice to have a shy violet in class."

"I did not know there was so adjusted and happy a youngster as Nora appeared to be. I wish there were whole classes of Noras, but then there would not be the variety that gives us the challenge we need now and then."

"Certainly one of the most pleasing personalities of the group. She is vivacious, friendly. She enjoys life thoroughly and thinks that *school has been a wonderful experience.*"

"I have every hope that she will be placed in a satisfactory position and live a happy and contented life."

Everyone liked Nora. Her sunny smile was always there for all to see, and everyone felt that it was a pleasure to know her. She said that she liked "everyone and everything." Life was interesting to Nora, and her zest for living was high.

Nora was not a brilliant student. On general intelligence tests she scored near the fiftieth percentile of her group and, except for one seventieth percentile score on a clerical-aptitude test, she scored in the lower half of her class in several tests. She was particularly low on all sorts of verbal tests and, when she was informed about it, she pointed out that she had trouble with vocabulary. She said that she was trying to raise her level of achievement in that area. A weakness in spelling challenged her, and she set out to remedy it. When

The six cases in this grouping pleased their teachers, their parents, and their friends. They were the kind of students who did their work as well as they could, and even when their best was not of first-rate quality, the teachers gave them credit for doing that of which they were capable. These were cheerful, willing pupils who smiled much and complained rarely. "I wish," said one of the teachers, "that there were whole classes of these, but then there would not be the variety that gives us the challenge we need now and then."

And yet these happy students (well-adjusted would be the common description of them) did present challenges to teachers and counselors who chose to look beneath the pleasing exteriors. They were all concerned about the impression they made on others. They all worried to some extent about academic accomplishments and the possibility of accomplishing social and vocational goals, even though the likelihood of their achievement seemed high. To help these students develop the genuine adjustability that was suggested by their general behavior was indeed a challenge to teachers and counselors.

Some of the questions that may arise as you read these cases are indicated below.

1. Are people ever really adjusted regardless of what their appearance and behavior suggest? Would we ever want completely adjusted persons, or should we expect to get only a tendency toward adjustability—the flexibility of a healthy organism? Is "adjusted" too final a word to apply to growing human beings?
2. Do the circumstances and situations in the process of coming of age in America require temporary periods of maladjustment?
3. Since these students get along so well on their own, should the teacher concern himself less with them and give more time to troubled pupils and to those who are in trouble?

shorthand ("They're fun and they have to do with your future"), and she often did extra shorthand exercises as a pastime. She would have elected a speech course in the senior year to improve her oral reports but the class was filled and so she elected economics. School for Nora, despite her minor difficulties, was generally useful, worth while, and pleasant. She said that there was a good chance to get ahead these days because "we have a chance to go to school and schools, like education, have improved." In a school in which pupil morale was judged to be unusually low and the drop-out rate was very high, Nora's attitudes were significant.

Nora's favorite activities were those that could be carried on with other students. She went to the local youth center frequently, belonged to a church fellowship group, attended many dances, and became an enthusiastic spectator and participant in sports. She liked to bring her friends home to try out new recipes in the kitchen or to listen to popular records. When she was graduated from school, she planned to join "church organizations, bowling teams, and social gatherings such as bridge parties, etc." She liked to read current fiction, but she had so many friends that time for reading became increasingly difficult to find.

Nora soon informed any listener that her home was a happy place. When there was homework to do, the members of her family, including an elder brother and sister, kept quiet until it was finished. When the work was completed, a regular boy friend and some classmates commonly dropped in and were made welcome. When she went out in the evening, her parents set a time for her return and she got home at that time because, "I would consider it a great wrong to disobey my parents." Neither her father nor mother had gone beyond the ninth grade but they insisted that Nora finish her high school work. They did not want her to take part-time or summer jobs when she was in high school. "Plenty of time to work after you finish high school," they said.

When Nora was in the ninth grade, she made up her mind ("my mother encouraged me a little") to become a stenographer or office worker until she got married. At times she considered college or

she thought she had done so, she asked for a retest and was very pleased with the improvement because she knew that spelling was important in her chosen vocation. Despite the fact that she had scored in the lowest quarter of her group on reading tests, Nora was an avid reader of fiction—a regular user of the school and public libraries.

Nora's high degree of responsibility, her enthusiasm for school, and her nearly perfect attendance record in a school in which many unexplained absences occurred were probably important factors in achievement of the following record. Her performance was high enough to give her the rank of 85 in a graduating class of 250.

Nora did not dislike any subject, but she liked least the biology classes in the tenth grade, the geography in the eleventh grade ("It's not bad but you don't really need it"), the history in the senior year ("They keep repeating what you had before"), and the oral reports required in English. She was enthusiastic about bookkeeping and

SUBJECT	GRADES			
	9	10	11	12
English		C C	C C	
Amer. History				C C
Civics				
Geography			C C	
Economics				B B
Algebra				
Arithmetic		C B		
Biology		C B		
Physical Ed.		C B	B B	B B
Typing			C B	C B
Handwriting			B B	C B
Bookkeeping		C B		

SUBJECT	GRADES							
	9		10		11		12	
English	A	B	C	C	B	B		
<i>German</i>	A	B	C	C				
<i>French</i>							B	A
Amer. History							B	B
Civics								
<i>Latin Science</i>	A	B						
<i>Geography</i>					B	B		
<i>Economics</i>					B	B		
Algebra	C	C						
<i>Geometry</i>			C	C				
Biology			C	C				
<i>Natural Science</i>	A	A						
Physical Ed.	B	A	B	C	B	C	B	C
<i>Home Economics</i>							A	A
<i>Typing</i>					C	C		
<i>Chorus</i>							A	B

methods were used in private and public school music instruction; consequently, she did not elect any in school. She practiced one or two hours daily, sang in church choirs, and was a member of highly selective choirs and triple trios in her senior year. She wanted to sing in choirs after she was graduated, and she read biographies of composers. Her closest friend, the man who later became her fiancé, majored in music at the state university while Vera was still in high school.

Interest in music led to the selection of work in that field as a career. She indicated early that she wanted to be a music teacher in a good high school and kept that as a choice for two years. During the senior year, she became more interested in the teaching of elementary-school children and, when financial circumstances required that she take post-high-school training within commuting distance of

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	61	47	
<b>Reading Tests</b>			
Cooperative reading vocabulary	76	48*	
Cooperative reading comprehension	68	81	
Cooperative speed of reading	67	75	
<b>Primary Mental Abilities</b>			
Verbal	65		
Space	47		
Reasoning	20		
Number	15		
Word fluency	17		
<b>Differential Aptitude Tests</b>			
Number		35	
Language usage		60	
Spelling		30	
Verbal reasoning		25	
Space			
Clerical			
* She said that she had been confused about the directions on this test.			

her home, she applied for admission to a state teachers' college. This institution offered training in elementary teaching, provided many extracurricular musical activities, was close enough to permit commuting, and offered all these advantages at very low tuition rates. Her plan to go there was changed when other circumstances developed.

Vera's activities were not confined solely to music. She loved to sew, knit, and cook. She was a member of girls' athletic and scholastic clubs, was an active worker in a church youth fellowship and an officer in a Tri-Hi-Y club, and taught a Sunday school class regularly. She was an avid reader of women's journals and a regular reader of the magazine *Seventeen*. In many of her activities she was accompanied by a group of four very popular girls. When asked how she

thought they would describe her, she replied that they would say she was one who "was easy to get along with, never worried, and had a good time."

Yet Vera might have worried about her home circumstances had she been inclined to. She and a younger brother and sister were the victims of divorce. Her father, a tradesman and a high school graduate, and her mother, also a high school graduate, had separated when Vera was nine years old. Both contributed meagerly to the support of the children. The chief responsibility for them was taken by an uncle and aunt, who required Vera to do more than the usual number of household tasks but otherwise tried to make a good home for the children. They were willing to provide limited financial support for her college education but only on the condition that she promise to finish the course. "None of this idea of two years of college and then marriage," they said. Vera's feelings about her home situation were kept carefully to herself. She commonly spoke of her guardians as mother and father and, to one who did not know the circumstances well, there was no outward sign that her home situation departed from the usual.

At the time Vera was completing the senior year in high school, she became engaged to her friend of some years' standing who was being graduated from the university as a teacher of music. Because it appeared that he would soon be drafted into the armed forces, they decided that while he was in the service it would be better for both if Vera took a job instead of going to college. With his savings and her earnings, they thought that they could save enough to start a home when he returned.

With that plan in mind, Vera found a position immediately after graduation as a clerk-typist in a local bank. She said that the job appealed to her because bank jobs were generally rated higher than others, and because of the location and the opportunity for advancement. She thought that she would be successful because "I like to be with people, and I like things neat and orderly." The only factor that she thought might prevent her from being successful at the work would be "the need for me at home, or marriage." She thought that things would work out well in the future because she had a good

job and that the only thing that could interfere with a good future would be the drafting of her fiancé. She was generally optimistic and cheerful. Chances to get ahead were better now than formerly, she said, because "there are more and finer things to do."

At the time she was graduated, people felt about Vera the same as they had when she had entered. Generally they expressed it in the statement "a swell girl."

### **Discussion Questions**

It has often been said that teachers tend to overestimate the intellectual powers of students who have pleasing personalities and are eager workers. What checks can a teacher apply to prevent this overestimation from occurring? What evidence is there that it occurred in Vera's case?

Since aptitude tests for music have not been shown to possess high validity, what can teachers do to determine whether or not a student shows promise of success in that field? From the evidence given, would you suggest that Vera could have been successful in a music career?

It is usually said that children of divorced parents become socially maladjusted. What factors could have made Vera an exception?

## Diana

"It seems clear," said one of Diana's teachers, "that Diana prefers physical to mental activity." When encouraged to talk about her activities, past and current, Diana told of playing jacks, skipping rope, sports, hiking, camping out, making things with her hands, driving a car, cheer-leading at athletic events, and always dancing—

tap dancing, dancing to juke-box music, dancing at school and community affairs, and practicing her dances at home. "Now I know," continued the teacher, "that there are many girls who are similar to Diana in the above and who are also very good in academic work, but in Diana's case these physical activities seem to predominate." If there is any validity in the classification of the development of youth into areas of the physical, the social, and the mental (in their extremes at least), Diana would be an example in whom the physical seemed of greatest importance.

Diana always had trouble with "them tests," expected that she could not do well on them, and got flustered when she knew that

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henman-Nelson Test of Mental Ability</b>	14	3	
<b>Reading Tests</b>			
Cooperative reading vocabulary	51*		5
Cooperative reading comprehension	0		13
Cooperative speed of reading	0		12
<b>Primary Mental Abilities</b>			
Verbal	50		
Space	1		
Reasoning	7		
Number	80		
Word fluency	18		
<b>Differential Aptitude Tests</b>			
Number		35	
Language usage			
Spelling			
Mechanical reasoning		5	
Space		20	
Clerical			

\*This seems to be one of those very, very rare cases in which pure guessing was effective. Though the probability of this occurring is very low, it can and does happen.

they had to be completed within a time limit. That she had difficulty with tests may be confirmed by the scores.

Diana did not seem to grasp the idea of percentiles when attempts were made to interpret tests in those terms, and she did not seem concerned about her scores. Despite the fact that her number-test scores were higher than some of the others, she said that she could not do arithmetic and that she would never, even if other phases of it were excellent, take a job where she would be required to make change for customers.

Despite the seeming validity of test scores, it was difficult to think of Diana as a dull person, and the academic record which follows seems to cast some doubt on their forecasting efficiency. Prediction of rank in class from test scores alone would have placed Diana in the lower quarter of her group; yet she graduated with a rank of 133 in a class of 250. Semester marks which produced that rank are listed below.

SUBJECT	GRADES							
	9		10		11		12	
English	B	B	C	C	C	B	C	C
Amer. History							C	C
Civics								
Social Science	B	B						
Geography					C	B		
Economics							C	C
Algebra	B	B						
General Math			C	C				
Biology			C	C				
General Science	B	B						
Physical Ed.	B	A	C	C	B	B	B	B
Art	C	C						
Home Ec. - Clothing			D	C				
Home Ec. - Food					C	C		
Typing					C	C	C	D

Diana liked English in the tenth grade because the reading was interesting; she was unhappy about the subject in the eleventh grade because oral reports were required; and she elected it again in the senior year because a friend was taking it. She could not understand much of what was taking place in a senior world-literature class and worried throughout the year that failure in it might keep her from being graduated. And, despite four years of the subject, her spoken English contained many grammatical errors.

She disliked all forms of mathematics and took two years of it only because it was required. Economics was a puzzle to her because there were too many terms to memorize and "I don't get much out of what I read." Typing speed tests made her nervous and flustered, and she became convinced that she could never learn to be a stenographer. American history and geography were best-liked courses and in both of them she had teachers who seemed to understand and encourage her. The history teacher recognized her academic limitations but said, "I think she has it in her to make necessary adjustments, and her naturally sunny disposition will see her through, I'm sure."

When teachers were asked to make comments about Diana, they usually said that she did what was required and no more, but they followed up these statements with descriptions of her social adjustability. They said that she liked people and that people liked her. Her family had moved frequently, but she had no difficulty in making new friends, who would describe her, she said as, "good-natured, friendly, peppy." She met strangers readily, expressed herself freely, seemed uninhibited in talking about herself or her family, and seemed eager to please. This behavior might explain the discrepancy between the academic performances predicted from test scores and her actual record.

Diana did not participate in school activities because they were held after school hours and she was commuting by a bus that left as soon as last-period classes were over. Much of her time at home was spent as a waitress in the restaurant attached to her father's tavern. When work was finished, she went to her room in the family living quarters above the tavern, where she could listen to the music of the juke box and the voices of tavern patrons. When a television set

was acquired, she watched it nearly every evening, and the occasional reading that she had done before was eliminated. Tap-dancing lessons and community dances took up most of the remaining time. During the senior year her boy friend visited the home "almost every evening."

Diana's mother and father worked in the taverns that they operated at various times and places. Her mother had attended high school, but her father had completed only the eighth grade. Failing health had reduced his effectiveness and the tavern provided an income that kept the family in a lower-than-average socioeconomic status. In efforts to raise their income, the parents moved their business four times while Diana was attending school. During the first two years that she was in high school their home and tavern was located 13 miles from the city. It was a favorite resort of hunters and fishermen, and Diana enjoyed the party atmosphere that they created. She learned to banter with them freely and rapidly developed a sophistication much beyond the level of her classmates. Her tall, willowy figure, blond hair, and attractive face made her the object of attention by tavern and restaurant patrons and provided a partial substitute for the recognition that high school students might have offered if she could have spent more time at school. She was not disturbed about being a tavernkeeper's daughter and showed none of the embarrassment that some youth do when they report that their parents are in that business. One teacher in describing Diana said that she showed no effects of her tavern experiences and described her as "well-mannered, with no coarseness, loudness, or boldness of manner whatsoever."

Diana loved to travel and did more of it than most persons of her age. She went with her family to Colorado, where she saw "some of the most beautiful things in the world," and to Canada, Sault Ste. Marie, Mackinac Island, and Iowa. This interest in travel appeared in one of her choices of a vocation, for, in the first semester of her senior year, she said that she wanted to join the Women's Army Corps. "It will be a chance to travel and my dad said it would be a good way to see the places I want to see." She did not find it difficult to make new friends wherever she went.

Choice of a career for Diana raised several problems. When she was in the tenth grade, she said that she just wanted to finish high school, then do housework and take care of children. In her junior year she said that she wanted to get married as soon as she finished high school, and she said that her father approved of that plan. While waiting for marriage, she said, she "wouldn't mind" working in a factory, teaching dancing and physical education, or looking after children. When an opportunity in practical nursing was pointed out to her, she grasped at it eagerly. At this stage it was difficult to counsel her because she was highly suggestible and she became enthusiastic about any career that was mentioned. During her senior year she continued to show interest in practical nursing, working in an orphanage or as a governess, and joining the Women's Army Corps. These were to be stop-gaps until she got married.

During her senior year Diana became engaged to a farmer who lived near her home. He came to see her every evening and they went to dances "nearly every night." He was of different religious faith, but she was willing to change to his church. Since his draft status for the armed forces was uncertain, they were unable to set a time for marriage. He opposed her entry into the Women's Army Corps but she said, "If my boy friend would go in the army, I would for sure join the WAC."

At the time of graduation, Diana said that she was uncertain about her plans because "I want to be sure of my career—and to take time selecting it—so as to be sure of a right choice." She said that she would not object to any kind of work or training. If she were going into business, she said, she would want to be her own boss and do as she pleased. Within a short period she would like to be married and "engaging in housework." She would like to be a member of the women's club and a worker for the Red Cross. Looking toward the future, she said that she felt uncertain because there might be "religious difficulties." School, she said, had been a pleasant, worthwhile, and useful experience.

Six months after graduation Diana reported that she was in training at a school for practical nursing. She said that she was enjoying the experience.

## Discussion Questions

One of Diana's teachers suggested that there might be some validity in classifying students into physical, social, and mental types of persons. Is there any validity in such classifications of students?

A common characteristic of students whose test scores are as low as Diana's is their suggestibility. What cautions are required in counseling such students?

What can you infer about the social point of view of the teacher who said that despite the fact that Diana was a tavernkeeper's daughter she showed no coarseness, loudness, or boldness of manner?

## Jane

In presenting this case only the kinds of data that many schools collect about their students have been used, and they are presented in the form in which one is most likely to find them in school records. The reader will note that the data consist of fragmentary items obtained from questionnaires and supplemented only by rather superficial interviews and observations. No attempt is made to discover possible relationships among the items, to weave the fragments into a meaningful pattern, and to reveal the student as person.

The report on Jane, which follows, is much less demanding in time and skill required for its preparation than the reports on the other students. It is, therefore, possible to get the impression that this seemingly easier, faster, and cheaper method of reporting is adequate for describing the student. Readers may make their own decisions concerning the adequacy of this method of reporting by comparing it with the methods used in the other cases. In doing so they may consider such questions as these: Is Jane's *longitudinal* development portrayed adequately? Does one get the impression of a snapshot

rather than a motion picture of growth? Is there enough detail to permit interpretation of the isolated statements? Is depth of the student's feeling portrayed adequately? Are there enough concrete illustrations of Jane's behavior within the general categories given? Are the sources of the information specified clearly enough so that the reader can evaluate their worth? Are there any serious omissions in the data? Finally, readers may consider whether they feel that they know Jane as well as they know the other students after reading the reports. The usual questions have been omitted at the end of this case study. It is suggested that discussion be centered about the questions listed above.

*Appearance:*

Wears glasses; tall, plump, serious acne condition, grooming very poor ("My mother's always after me about it"), very forbidding exterior.

*Manner:*

Sly sense of humor when at ease but very shy and nervous with strangers at first meeting. Says her friends would describe her as "silly." Self-confident despite misleading impression.

*Likes:*

School—generally  
Playing with children  
Teaching Sunday school  
All sports—considered a tom boy by other girls  
Arts and crafts  
Writing a history of her class for the senior yearbook  
Girls Athletic Association  
Future Homemakers of America  
Going to church  
Having money of her own  
Giving generous Christmas presents  
Part-time job on local newspaper

*Dislikes:*

Mathematics—"I hate it"  
Bookkeeping  
Stenography  
English themes  
Getting dressed up  
Taking chances

*Health and Physical Characteristics:*

Some vision loss—correctable with glasses  
Noticeable acne  
Vigorous and active

*School Record—Grades 9-12 inclusive:*

Number of A grades 9  
Number of B grades 13  
Other grades 0  
Mathematics courses elected—None in grades 9 to 12  
Foreign language courses elected—None  
Home Economics courses elected—Four  
Best grades received in Physical Education  
Second best grades received in Social Studies  
Rank in a graduating class of 61 members—5th

*Test Record:*

Scored in *highest quarter* of her class in tests of verbal performances  
Scored in *third quarter* of class in tests of:  
General intelligence  
Spelling  
English usage  
Reasoning  
Word fluency  
Scored in *second quarter* of class in tests of:  
Verbal reasoning  
Space  
Scored in *lowest quarter* of her class in tests of number

In the item given below, I would be, compared to other high school seniors, in the (indicate with check)	Highest quarter	Third quarter	Second quarter	Lowest quarter
1. Achievement in my special field of interest (write it below) <u>Athletics</u>	✓			
2. Reading achievement		✓		
3. Intelligence test scores		✓		
4. Achievement in numbers				✓
5. Confidence that I will succeed in my class work		✓		
6. Getting along with people	✓			
7. Rank in this senior class		✓		
8. Confidence that I have chosen the right career		✓		
9. Knowing my own strengths		✓		
10. Knowing my own weaknesses	✓			
11. Readiness for life after high school		✓		
12. Getting along in new situations		✓		

# Lena

Lena was a neat, well-scrubbed little girl from a farm who was exceptionally enthusiastic about things agricultural. Nothing in Lena's behavior was put on for effect—nothing was pretense. She was a genuine "take-me-as-I-am" person, wholesome, well organized, highly adjustable, poised, and confident about the future. Her two greatest disappointments were that she had not done as well in high school as she had in a rural school ("because I spent too much time reading") and that the study of veterinary medicine seemed impossible for her. She was the youngest student in her class, but the adjustments which that situation required were made easily.

Lena's father had attended the state university, and her mother had been a teacher. They encouraged her to follow a sister and two brothers by taking post-high-school training, and her school program was outlined with that in mind. Ever mindful of college entrance requirements, Lena took an academic course which definitely limited the opportunity for study in the two fields of greatest interest to her—home economics and agriculture. Requests by Lena and some friends from rural backgrounds that girls be permitted to take courses in agriculture were rejected by school officials on the grounds that their presence in such courses would prevent the teaching of certain units in animal husbandry. Limited in her choices, Lena accepted the situation and worked well enough to achieve a rank of 137 in a graduating class of 353. Her complete school record is presented on the facing page.

Lena never quite understood why she could not get marks in high school as good as those she had earned in the rural school. She did not dislike any course, but she liked English least, "especially the oral reports," and Latin. She said that she "did not learn a thing" in the ninth-grade general-science classes. Chemistry was difficult, but

SUBJECT	GRADES							
	9		10		11		12	
English	C	B	C <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>	C <sup>1</sup>	C	C
Latin			C <sup>2</sup>	B <sup>1</sup>	C <sup>2</sup>	B <sup>1</sup>		
Amer. History					B <sup>2</sup>	B <sup>2</sup>		
Civics	B	A						
Amer. Problems							B <sup>2</sup>	B
Algebra	B	B						
Geometry			C <sup>2</sup>	B <sup>1</sup>				
Biology			C <sup>1</sup>	C <sup>1</sup>				
Natural Science	C	C						
Chemistry					C <sup>2</sup>	C <sup>2</sup>		
Physical Ed.	C	C	Credit		Credit		Credit	
Home Economics							A <sup>1</sup>	B
Physical							B <sup>1</sup>	C

she felt that she could do well in it in college after the thorough high school course in that subject. Biology was of some interest. Her greatest enthusiasm, however, was for history and American problems, although she was often disappointed in the latter course because "good discussion periods were few and far between." Her lack of achievement in English was disturbing, since she was an inveterate reader of short stories and farm journals and since she was giving serious consideration to a career in agricultural journalism.

Lena's mediocre academic performances are difficult to interpret in view of her pleasing personality, her strong desire to succeed, and her generally higher-than-average performances on tests. Examination of the scores shown on page 140 indicated what she could have been expected to achieve at a higher level. Apparently many teachers did not think that her effort was higher than average (indicated by the figure 2 next to most of her grades), but these ratings may have re-

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	93	78	
Reading Tests			
<i>Progressive</i> reading vocabulary		*	*
<i>Progressive</i> reading comprehension		†	‡
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	85		
Space	5		
Reasoning	62		
Number	5		
Word fluency	65		
Differential Aptitude Tests			
Number		45	
Language usage		60	
Spelling		65	
Verbal reasoning		65	
Space			
Clerical			
* 2½ years accelerated. † 2 years accelerated. ‡ 1 year accelerated.			

sulted from her tendency to keep quiet during discussion periods and the fact that she seldom volunteered to report in class. The effort ratings may indicate timidity rather than lack of application.

The quality of Lena's written work may be judged from the self-portrait which she wrote in the eleventh grade.

### THIS IS MY LIFE

Most people celebrate the birth of the New Year. My parents did their celebrating in St. Luke's hospital awaiting the birth of their

fourth child My appearance came on January third of the New Year-Nineteen thirty-four.

Preceding me in our family were one sister and two brothers. My sister Mary is the eldest of us. Harold the second oldest and John thirteen months my senior round out our younger generation.

Most children do not remember much about their days as infants. Such is my case. Pictures showed me to be a chubby baby with auburn curls.

Some of my first recollections are the funeral of my uncle. Once my brother Harold threw an iron bar, I happened to run into its path. *The scar on my forehead is reminder of it* When I was three, I developed a mastoid and had to have an operation on my ear.

I entered a state graded school, when I was five. I guess every youngster gets into some kind of mischief in school. Once my girl friend and I thought it would be great fun to pour some milk out of a classmates thermos and substituted water. To our luck nothing was said concerning the watered milk.

When I was in the fifth grade we transferred to a parochial school in a small town. Graduation came around and found me sick in bed with pneumonia and pleurisy.

The place of our residence is on a farm 4-H Clubs were founded especially for farm boys and girls My brothers and sister belong to this club and so do I. *A majority of the members are taking Dairy projects.* For mine in 1946 I showed a Junior Yearling heifer, that was Junior champion at the Junior State Fair and Dairy Show. The next year she was Grand Champion at the Junior State Fair.

Now I am fifteen years old. Embarking on the future and telling my past.

As she indicated in the self-portrait, Lena's interests and activities were primarily agricultural. She trained show animals from the family's prize-winning herd of dairy cattle, and she was an avid reader of agricultural journals. *She liked domestic activities and would have joined the Future Homemakers of America club had it not been closed to all students who were not enrolled in sophomore and junior classes in home economics. Commuting by bus prevented participation in choir and girls' athletic activities. Her feeling about*

such lack of opportunities for rural children was expressed when she was asked what social problems she proposed to do something about after high school graduation. She replied, "I would like to see the country kids have more opportunities in school activities."

Lena did hold a position as secretary of a sodality of a rural church but said that she was too busy on the farm to participate in any other community organizations. During the last half of her senior year she lived in town with an elder sister and did have more opportunity for group participation. By that time, however, many of the school activities were closed to her because she had not taken the preliminary training.

Lena hoped that she would be married within ten years of her finishing high school, but said that five years after school "I really would like to be doing something in the agricultural field." She was deeply disappointed to learn that the opportunity for women to train in veterinary science in her home state was closed, and she began to plan a career in agricultural journalism. Continued failure to get good marks in English made that plan seem impractical for her, and she dropped it during the junior year. After much investigation of fields related to agriculture, she chose a career as rural demonstrator in home economics. She said that she thought that her plan would work out well. "Since there is a shortage of people in the Home Economics field, I should be able to secure a good job." She was highly confident that she had chosen the right career.

Partly because the family was having difficulty with financing the university training of two brothers (in agriculture), and partly because she was the youngest member of her class, it was decided that Lena would have to work a year before she entered the university. At the time of graduation from high school, she planned to work for one year as a telephone operator before going on to the state university. "Then," she said, "I think that I will really apply myself at college. I will be using my hard-earned cash to pay my way." She wished that she had studied more when she was in high school but thought that it had been a very good experience except for the fact that she had not been permitted to study agriculture.

A change in family fortunes, attributed to increases in cattle prices, and an opinion by an educator that Lena was not too young for college caused the family to change its plans, and Lena registered in the course in home economics at the state university. She reported that "so far" she liked it very much.

## Discussion Questions

Was Lena, at the age of sixteen, too young to go to the university? *Is there any indication that she suffered from the acceleration process that made it possible for her to be graduated from high school when she was two years younger than the average graduate? What difficulties is she likely to encounter at the university?*

*Is there any really good reason why more girls should not be permitted or even encouraged to study agriculture in high school?*

How can schools arrange time for extracurricular activities so that more pupils who live on farms can participate in them?

# Martha

As teachers have become more concerned with students as individuals, they have been faced with the problem of finding time and resources for studying their pupils with very little additional funds and personnel to do the added work. In attempts to resolve this dilemma they have tended to turn to short-cut methods—to attempts to study individuals with techniques designed for the study of groups. Testing of masses tends to be substituted for individual conferences. Instead of attempts to determine what is important to

each individual, attempts are made to get responses of hundreds of students to hundreds of test or inventory items in the hope that some sort of pattern will emerge. Procedures for the study of individuals tend to be limited to testing, scoring, counting, listing, tabulating, and filing, and the result is an atomistic rather than organismic picture of the person. The product of these activities is a statistical skeleton of the individual that fails to portray him as he appears to parents, teachers, and peers.

The statistical approach to the study of individuals *seems* to have the merit of economy and of appearing to be scientific in the current—and perhaps only temporary—sense of the term. Intrigued by the seeming merits of the statistical method, school personnel who are harassed by increasingly large numbers of students and by increasing demands for a more scientific treatment of students are tempted to resort to the mass testing methods which produce many statistics. In these circumstances, the statistical *part* of the process of studying individuals tends to become the whole process.

In the case below, the reader may contrast the picture of Martha that he gets from the statistical array with that obtained from the clinical portrait made up from personal documents, interviews, and reports of observations. He may decide for himself whether it is likely that use of either of the methods alone is likely to be effective in describing a student. It seems that he must conclude that reliance on any one method of describing pupils must result in failure to accomplish the purpose.

### 1. The Statistical Skeleton

Age—Average for grade

Height—5'

Health—Slight muscle strain of stomach in sophomore year

Father—Assembler. Eighth grade education

Mother—Housewife. Eighth grade education

Children in family—Nine—5 girls, 4 boys

Position in family—Sixth

*Test Scores*

Grade 8—Otis Self-Administering Test—IQ 105

Grade 10—Henmon-Nelson Test of Mental Ability—  
58th percentileGrade 10—*Primary Mental Abilities*—Percentiles

Verbal 80

Space 45

Reasoning 80

Number 92

Word fluency 63

Grade 11—Henmon-Nelson Test of Mental Ability—  
43rd percentileGrade 11—*Differential Aptitude Test*—Percentiles

Space 25

Number 40

Grade 11—*Progressive Reading Test*

Vocabulary—at grade level

Comprehension—accelerated six months

Grade 12—*Progressive Reading Test*

Vocabulary—Seven months accelerated

Comprehension—Six months retarded

*Attendance*—Absent from high school 6 days in 3 years*Rank in class*—132nd of class of 353 graduates*Effort Ratings*

Ratings of 1 (excellent)—12

Ratings of 2 (average)—7

Ratings of 3 (poor)—0

*School Club Memberships*

Girls Athletic Association

Mask and Wig (Dramatic club)—Work with stage crew

Future Business Leaders of America

Commercial Workshop

SUBJECT	GRADES							
	9		10		11		12	
English	B	B	C	C	C	C		
<i>Speech</i>								
Amer. History					C	C		
Civics	C	B						
<i>Amer. Problems</i>							C	C
Algebra	B	B						
Biology			C	D				
Physical Ed.	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
<i>Home Business</i>	C	C						
<i>Bookkeeping</i>			C	C				
<i>Typing</i>					B	B	A	A
<i>Band</i>	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	

## Kuder Preference Record—Percentiles (Grade 9)

Literary	75	Artistic	45
Persuasive	75	Musical	35
Mechanical	69	Clerical	32
Social Service	65	Computational	25
Scientific	56		

## Vocational Choices

Grade 9—Office worker

Grade 10—Floral designer

Grade 11—(1) Floral designer (2) Teacher (3) Nurse (4) Nun

Grade 12—Considered: Women's Army Corps    Cosmetology

Practical Nursing

Final choice: Office work

*Work Experience*

Assistant in florist shop

Vendette at theater

Clerical worker in school work experience program

*II. The person in the flesh*

Martha described herself and her family in an autobiography written for her eleventh-grade English teacher. Here, in her own words, is Martha.

## MY AUTOBIOGRAPHY

I was born February 18, 1933, which makes me sixteen. I was born a twin, and my twin was named Marilyn. Later she died of lung trouble.

I may sound very queer, but I like school very much. My favorite subjects are typing, because I like to type very much, and my other favorite subject is art. I like to draw, and art is a lot of fun. My worst subject is English and it always has been. I dislike reading more than anything, and I also dislike to write. I don't care for vocabulary by any means, and I also don't care for oral reports. As for history names and dates are a drudgery to learn. I like band, because I like to play the clarinet, and I also like my gym class, because I love sports. I don't think anyone could name a sport to me that I don't like. This year I am learning to become a gym leader, and I hope I'll be able to become one.

As for bad habits I bite my nails. I can let them grow out and have many times but they've bothered me so much when their long, that I've never been able to keep them that way for long. I have a temper that takes one second for it to get up to its full height, but then it doesn't go up to often.

I dislike people who put on, are stuck up, and think their better than anyone else. One thing I can't stand is girls who come out with that horrible fake laugh that they somewhere dig up. As for myself I like to act myself, and if people don't like me that way, well then they don't have too, because I doubt if I'll ever be any different.

When it comes to friends, I'd rather have just a few friends, that are really friends, than a lot of so called friends who really aren't anything at all. My best friends are two girls and three boys.

I dislike sewing and knitting, but I love to experiment when it comes to cooking. My experiments usually don't turn out very well, but its fun trying anyhow. Thats about my only hobby, trying to learn how to cook.

The only time my physical condition really discouraged me was last year. While playing baseball in gym one day I just doubled up. From this I learned that somehow I had strained my back muscles and leg muscles. From then I could no longer take gym for the remaining part of the year. I couldn't run, skip or anything like that, all I could do was to walk slowly. That had to be continued all through the summer too. I really got discouraged then, when it came to no swimming, but lots of rest and sleep. The summer wasn't much fun, but then I guess it was worth it for this year I can take gym again, but if I want to keep on taking it I have to be very careful.

One silly thing I've always dreamed I wanted to do was to become a pilot of an airplane, and also jump out of one in a parachute. I guess just for the excitement, at least I know I'll never do it, but silly things are fun once in awhile.

What I really aim to become is a nun. No one has influenced me in any way to make up my mind about becoming one. This choice is all of my own. I've always wanted to become a nun ever since a very little girl, and I still know that's what I want to become. I haven't really told anyone that I aim to become a nun, because first of all no one believes you. They say your silly or laugh, or will get over the idea sooner or later. I know I wont though because I'm more serious about becoming a nun than anything else.

I'm no saint by any means, but I believe in my religion very much, and will always try to do whats right as far as its concerned.

For the last part of my autobiography I'll tell about my family which is by no means just a little family.

*My father is 57. His name is Harry. He was born in Minnesota. He has three brothers and two sisters. He is a large man and has mostly of all a large stomach. He wears glasses and his curly red hair is just starting to turn gray. He has a great sense of humour and likes to see us kids have fun. He tries to understand us kids as much as he can,*

brothers and sisters. At one time my dad let us raise a few turkeys, so Jack and I were the ones who took care of them. We had entirely the whole charge over them. We both just love turkeys. We used to plan how we'd run a turkey farm together. It was fun but now is gone and forgotten.

Next is my sister Betty. She is 18 and can't simply wait until she is 19. She's in the twelfth grade. We grew up together the closest because we were so near the same age and grade. It has always been that whatever Betty gets the privilege to do, so do I or just the other way around. After my twin dies, everyone who didn't know it always thought Betty and I were twins. We don't look alike, but we were still quite a bit the same. She wants to join the WACS after she is out of school.

There is my brother Ted who is 13, and he's in the eighth grade. Like my dad he has got loads of curls, which he hates more than anything. He's got the worst temper I've ever seen any person have, and he's quite moody. He's real short and little, and everyone always kids him about it, but he's so used of it, it doesn't bother him.

I also have two little sisters Geraldine and Josephine. Geraldine is 9 and is in the 5th grade and Josephine is only four years old. When my parents want to go out Betty, and I have to take turns on staying home and watching them so they create quite a bit of arguing. Personally I think both of them are two spoiled little brats. They get anything they want and get away with murder.

Now I'll tell about my grandparents on my father's side. They were both born in Minnesota, and their nationality is German. I never got to know my grampa, for he was ran over by a train and killed. I did get to know my grandma though, and I'll never forget her. I would sit hour after hour and just listen to her tell Bible stories. They just fascinated me, and she always had a different one to tell. She used to live with my aunt, and that was right down the street so I would run over every chance I got to talk to her. She was very very their, but had the kindest face, and the softest voice. Her hair was snow white, and I considered her very pretty for an old lady. She always seemed so very fragile and delicate to me and I'll just never forget how she just seemed to float around.

My other grandma and grampa are still living in their own home. My grandma is still well and can get around quite well. I'll always remember my grandma everytime I hear an old lady talking very fast

that she could come to work in his office "part-time, full-time or any time" that she chose.

Despite the impression that Martha created, she lacked confidence in herself, and her greatest trials in school were the oral exercises in English. She dreaded them but forced herself to carry through because she thought that they would be good for her. In an attempt to overcome shyness before groups, she elected a speech course during her senior year but dropped it when it did not provide the opportunities that she had expected. Her difficulty in appearing before groups made her give up the choice of teaching as a career.

The required oral work in English, the required reading, and the vocabulary exercises made English one of Martha's two least-liked courses. She did not like to read, and she "hated" vocabulary. Book-keeping classes, she said, were monotonous. Art was her best-liked subject at the time she hoped to become a floral designer, but typing became more important to her later. She wished, at the time she was graduated, that she had taken shorthand because it would have provided an opportunity for a better job. Arithmetic, she said, had always been interesting and easy, and she said that if she had realized the importance of mathematics she would have elected more of it.

Martha was a busy person. She avoided reading wherever possible, but she engaged in sports, danced, played the clarinet, watched television, played cards, went out with friends, and, in her senior year, worked on her hope chest. During her junior and senior years many of her activities were carried out with a steady boy friend. She outlined a typical week in this manner.

*Saturday*

Morning—Worked

Afternoon—Worked

Evening—took care of children

*Sunday*

Morning—Went to church

Afternoon—Practiced bait casting at the river

Evening—Watched television and did homework

*Monday*

Noon hour—Went home to eat

After school—Went home and helped mother

Evening—Watched television and did homework

*Tuesday*

Noon hour—Went home to eat

After school—Went downtown to buy a dress

Evening—Watched television and did homework

*Wednesday*

Noon hour—Went home to eat

After school—Went to Mask and Wig (dramatic club) meeting

Evening—Took care of children

*Thursday*

Noon hour—Went home to eat

After school—Went to Future Business Leaders of America picnic

Evening—Went to band concert at school

*Friday*

Noon hour—Went home to eat

After school—Went home and helped mother

Evening—Went to a show

Martha's part-time job seemed for a time to have determined her vocational choice. Working with flowers in a florist's organization, she had learned simple designing and liked it so much that she thought she would take a short course in it and come back to work for the florist. She was saving money for the course and seemed to have settled on this plan until, in her junior year, she met Frank. The romance grew rapidly, and soon they were engaged. They planned to marry as soon as they were graduated from high school, but their plans were interrupted by his classification in the draft for the armed forces. Since some delay in marriage plans seemed necessary, she began to plan for a job while she was waiting.

The low wages at the floral company and some other working conditions there made her decide that she would not return to it. She then went through a series of occupational selections that in-

cluded the Women's Army Corps, practical nursing, cosmetology, and general clerical work. In connection with the latter, she was placed in an office to get work experience for high school credit and she liked it so much that from that time on she considered no other occupations.

At the time she was graduated she had already accepted a job in the office where she had done her work. "If," she said, "I find I am not good enough at it, I'll go to a practical nursing school." She did add, however, that she thought she would like office work and that she had all the training she needed. The future, she thought, looked "very nice" but the war situation worried her because "If it gets worse, not only more of my brothers will have to go but in time my boy friend too." She was exceedingly modest in appraising herself on a rating scale at the end of her senior year in high school but placed herself highest in confidence that she would succeed in her chosen field, in getting along with people, and in readiness for life after high school.

When Martha was asked to comment on the individual attention received in school she wrote this statement:

I think counseling with students is an excellent idea. It makes us think more. I never realized how many times a person could change their mind about an occupation after graduation but it seemed every time I talked to one of you I would be telling you something different about what I'd like to do after graduation. It makes me wonder yet if I'm choosing the best thing for me. I am now in office work. If I find I don't care for it so much next September I'd like to go to a nursing school for practical nurses. It was with the counseling that I first started thinking of nursing and since then I can't seem to stop thinking about it. I probably haven't judged myself very good on page 5 [the self-appraisal page] but when it comes to analyzing myself I'm not very good at that.

Six months after graduation, Martha reported that she liked her office job very much. Two years after graduation she hoped to be "still working and married to Frank."

At the same time Frank reported that within the next two years he hoped to be "still working and married to Martha."

### Discussion Questions

If students change their vocational goals as often as Martha did, can the current school practice of having students select a four-year program of studies when they are in the ninth grade be justified?

In several of the case reports in this section, and particularly in the case of Martha, students have expressed a strong dislike of the oral reports which they were required to give in their classes. Is it essential that all students be required to give such reports?

Martha, since she was never in trouble in school, was the kind of student who received no special attention. In your reading of this case could you find places in which the provision of individual counseling might have been helpful?

What prediction would you make concerning Martha's post-high-school achievements? What criteria would you use in assessing success? If she becomes very successful, how much credit can the school claim for it? How much must be attributed to good home training?



# CHAPTER 5

Jim

Nancy

Every teacher meets pupils who have handicaps of some kind. Sometimes these are so obvious that they can be observed at first glance, as in the case of *Nancy*, but sometimes they have been so subtly camouflaged by skillful medical treatment, as in the case of *Jim*, that they may be overlooked. In the latter case the treatment has removed the symptoms but the handicaps remain, and the student is likely to be criticized for something he cannot help. *Jim* was said to be careless in his written work by teachers who had chosen to condemn before they investigated. In the case of *Nancy*, whose handicap was obvious, there was a tendency to criticize her for taking too much advantage of the handicap in order to avoid doing what she might have done.

What should the approach be to the pupil with physical handicaps? Among the procedures utilized, in addition to that of encouraging all means of correction, are those of lightening the usual load, providing special academic assistance, making special arrangements of physical equipment, grouping students with similar handicaps, providing special help in the choice of educational and vocational goals, and assisting students to participate in activities in which they will not be too severely handicapped. And in all these cases there is need to help these students to face their handicaps squarely so that adequate compensation can be made.

Many questions will occur to the reader as he reads the cases of *Nancy* and *Jim*. Among them he will certainly recognize some of the following problems.

1. Should pupils who have special handicaps be subjected to the usual tests that have been designed for and standardized upon non-handicapped students? If not, what can be done to discover abilities and aptitudes of such students?

2. What can schools do to ensure that all teachers are fully aware of students' handicaps? What can be done for the student who is so sensitive about his condition that he is too timid to report it, or afraid that he will be accused of seeking an alibi if he does so?

3. What can be done for a student who persists in the choice of a post-high-school educational or vocational career despite very strong evidence that his handicaps exclude him from the training that is required?

4. How can teachers and counselors help parents who become oversolicitous about their handicapped children and who make excuses for them beyond what seems reasonable?

## Jim

When Jim was filling out an application for college, he wrote the following answer to a request for a brief report about himself. His statement, edited only to prevent identification, retains his own construction and spelling but it is a rewrite after one teacher had helped him with the original draft.

The following are my reasons for going to college. To gain a broad general education and to remedy deficiencies in my primary education. Also to gain a basis for future professional education.

In my schooling thus far my interests have centered on business and sales promotion. While a Freshman at High School, I was awarded a certificate of achievement by a publishing company for outstanding selling ability. In High School, the social studies have been of particular interest to me as the study of people has always fascinated me.

I have tried many types of employment, including: Grocery clerk, stock boy, reporting and circulating department of small paper, green house grower and salesman.

Another thing I hope to gain at college is to correct as far as possible the weaknesses in my elementary education.

My first six years of schooling were in a rural school with inexperienced teachers. Upon losing the sight of one eye, I transferred to a Catholic grade school where I discovered that I lacked the fundamentals of English and math.

I started High School with several handicaps, only one eye and a poor primary education. My Freshman year I received average marks. For my Sophomore year I transferred to this high school and was extremely lax and near the point of failure. In my Junior year under the guidance of two counselors, I started to improve and have been doing good work.

I am considering taking summer work at a college so that I will be better prepared to do justice to my college work and be a credit to myself and the college.

Jim had described himself a year earlier while he was in his junior year of high school. Again, just as he wrote it, with only enough editing to prevent identification, it is presented below.

I am about sixteen years old, weigh one hundred thirty pounds and have a hell of an Irish temper, which cools off in a short time. This description fits me.

My interests are hunting, fishing, sports and girls. Hunting and fishing take up my weekends. Friday nights I go to the games. Saturday nights I go to dances.

To say I have no faults would be a big lie. I am bull headed and have a temper. I have a rather tight grip on money but when I spend the sky is the limit.

The family interests and mine run along the same lines. My father is a white color worker. My mother and father are very liberal and fair with me.

We live in a rural district of the county.

As far as friends go I am rather fussy. They have to be rather easy going and not angels or sinners. I used to follow others but now I follow my self.

I was going through northern Wisconsin seeing the wild, which gave me the idea of being a forest ranger. I would like to get a job out in the open. After coming back I read a lot about forestry which

made me even more intrested in forestry. I wanted to be a doctor but grades foiled that idea. Now I have planned to go to the University of Michigan for my training in forestry.

Some friends of mine and I have started a band. We practice every Monday and Wednesday nights. I play the trumper but not too well.

I like school but have a hard time with my spelling I take five subjects which include chemistry, band, English, history and geometry. This course will prepare me for college.

My spare time has been occupied with outdoor things such as hunting and fishing. This I think had much to do with my choosing forestry as my life work.

I'd have liked to have gone out for foot-ball but I was too light. Being five five and only a hundred and thirty pounds makes a lot of difference.

After I finish college I hope to get a job as a forest ranger. This is a government and pays well so I think I am really well fitted for this job. You get a cabin, a horse, and salary in God's country. I really have not changed my plans much as my only other choice was medicine. As far as I am right now and what I hope to be are quite different. I plan to be in the north woods and in a very densely populated area. I hope to be in the forest six years from now.

Study of the personal documents given above suggests that Jim thought of himself in the following terms:

- |                      |                              |
|----------------------|------------------------------|
| 1. Bull-headed       | 8. Lacking in fundamentals   |
| 2. Hot-tempered      | 9. A weak student            |
| 3. Quick to cool off | 10. A poor speller           |
| 4. Friendly          | 11. Improving in school work |
| 5. Independent       | 12. An outstanding salesman  |
| 6. Eager to succeed  | 13. A fair trumpet player    |
| 7. Tight with money  | 14. Too light for athletics  |

*Interested in:*

Outdoor activity	Sales promotion
Fishing	Social Studies
Hunting	People
Forestry	Sports
Business	Girls

These were Jim's self-descriptions. When they are compared with information from other sources, he emerges as a very interesting young man, whose self-appraisal reveals considerable insight.

Jim indicated that he had experienced many scholastic difficulties. His performances during three years in a public senior high school and one in a parochial school ninth grade are presented below.

SUBJECT	GRADES							
	9		10		11		12	
English	74	77	D <sup>2</sup>	D <sup>2</sup>	D <sup>2</sup>	D <sup>2</sup>	C <sup>1</sup>	B
Latin			F	F				
Amer. History					B <sup>1</sup>	B <sup>2</sup>		
Civics	91	87						
Social Problems							B <sup>1</sup>	B
Algebra					D <sup>2</sup>	D <sup>2</sup>		
Geometry			B <sup>2</sup>	C <sup>2</sup>				
Arithmetic	85	82						
Biology			C <sup>2</sup>	C <sup>2</sup>				
Chemistry					B <sup>1</sup>	B <sup>1</sup>		
Physics							B <sup>1</sup>	B
Physical Ed.			Credit	Credit	Credit	Credit		
Junior Business	85	84						
Commercial Law							B <sup>1</sup>	-
Stewardship							-	B
Religion	85	80						

Jim's first year in senior high school was made unhappy by his father's insistence that he take Latin. He tried very hard but felt frustrated when his best efforts brought F's at every marking period. Just why he was permitted to continue in the course when his spelling was not up to the fourth-grade level was never explained, but at this time his father believed that Jim would attend one of the better universities, as he himself had done, and he was not yet convinced that Jim could not do so. The bright spot for Jim during the tenth

grade was the biology class, which he "loved" because in it he saw some relationship to his interests in forestry, the outdoors, and his part-time job in a greenhouse.

In his junior year, Jim liked mathematics best and named chemistry as a close second. He had been told by a counselor that both these subjects were important if he was to succeed in his post-school plans, and he worked at them diligently. He disliked his English classes and said that he had always met trouble in that subject because he had not been prepared well for them in the elementary school. At this time his English teacher was not aware that he was blind in one eye, and she ascribed his poor spelling and erratic writing to carelessness. He decided that English was not a good subject for him and did not elect it during his senior year but, at the time of graduation, he wished that he had taken it as preparation for college. The autobiography given above indicates his level of performance in English in the junior year.

By the time Jim entered the senior year he was more interested in salesmanship and politics than in forestry and he thought that a course in speech would be helpful in those fields. Speech and all the other senior-year subjects were challenging to this enthusiastic student. He pointed out proudly that his marks in the eleventh grade had been better than in the tenth grade, and he predicted that they would be even better in his senior year. By this time his teachers had learned of his visual difficulty, and they were now more apt to be sympathetic than critical. He kept a list of words that he found particularly difficult to spell, and he drilled on them. He also attended special-help classes in spelling instead of his regular study periods. It seemed likely that, had his teachers recognized his difficulties earlier, he would have achieved a higher standing in class than his rank of 220 in a class of 353.

All Jim's test scores were suspect because he did not have normal vision. It may be better to interpret the variability in his test performances as reflecting differences in visual efficiency at the time of testing rather than fundamental differences in the "aptitudes" and "abilities" implied by the titles of the tests. Improvements in vocabu-

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	42	66	
Reading Tests			
<i>Progressive</i> reading vocabulary		*	‡
<i>Progressive</i> reading comprehension		†	§
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	35		
Space	68		
Reasoning	30		
Number	5		
Word fluency	68		
Differential Aptitude Tests			
Number		10	
Language usage		5	
Spelling		25	
Mechanical reasoning		25	
Space		5	
Clerical			
* ½ year accelerated. † 1 year accelerated ‡ 2 years accelerated § 1 year retarded			

lary measured by the verbal sections of the Primary Mental Abilities and two reading tests may reflect the results of his intensive efforts to improve performances in this area and the increased sensitivity to words developed in the process of improving his spelling.

Jim was shown his test scores but it was explained that they were of questionable values in his case because he had vision in only one eye. He accepted the explanation but was always eager to take tests and he tried to make inferences from the scores that went far beyond even those of questionable test salesmen and publishers. The general impression that Jim created was that of a boy who was much brighter than his test scores indicated. In reasoning about social issues and

personal problems, he seemed superior to those of his classmates who made higher test scores.

Jim's extracurricular activities at school were limited by the fact that he commuted to school. He would have liked to participate in debate, in dramatics, and in basketball, and to work on the school newspaper, but he could not do so and meet the bus schedule. He did keep busy with part-time jobs, working at home, skating, playing baseball, hunting, fishing, going to the movies, listening to the radio, dancing, and reading fifteen to twenty outdoor-life and humorous books a year. His part-time jobs included helping to build and work in a greenhouse, working as stock boy in shoe and grocery stores, and helping on the family's 27-acre farm.

Although Jim's family lived on a farm, they did not cultivate it. His father, a university engineering graduate, worked in a neighboring city. He had bought the farm to escape city congestion and because he thought that it would be good for his only child to grow up in the country. Jim's mother had completed only two years of high school, but she was a willing worker on community improvement projects and became a strong supporter of attempts to improve educational offerings. Although Jim thought that there was a definite "dividing line" between rural and city youth and that the former were not well accepted by the latter, he enjoyed the farm and undertook to keep it in good condition. He seemed to feel very secure at home and was proud to relate that his parents had taken out insurance to guarantee financial aid for his college education. Although he claimed to be "tight" with his money, it seemed only that he planned his expenditures carefully. At one time he surprised his parents by presenting them with a television set bought from his summer earnings.

Jim's choices of a career changed frequently during his high school years. His parents were eager to have him go on to work in one of the professions, and he did consider medicine as a career until he saw that his academic limitations would prevent it. Since his father had been graduated from a university that offered a first-rate course in forestry, Jim decided that he would please his father by going to that university and, at the same time, satisfy his own interest in outdoor

activity by studying forestry. In his junior year he continued to indicate that he was interested in that field but he showed some interest in farming and he also, as the result of his work in a greenhouse, gave some thought to operating a nursery or florists' shop.

During his senior year, Jim finally gave up the idea of forestry and thought he would do well in sales work. Since he had shown that he was a good salesman who liked to "set things up, get them going good, and then switch to something else," it did seem as though there were some possibilities in sales promotion. His fluency, his sincere interest in social problems, and his booming voice also suggested the possibility of a political career. There was general agreement among those who knew him that he was persuasive and convincing. He felt that he could become a good salesman because he had "the instinct or special interest in sales promotion," and that he could succeed with "four years of college and a natural knack."

During the spring of Jim's senior year, his father became convinced that he could not succeed at the large state university and he asked some teachers to suggest a small college where Jim would not meet too serious competition and whose entrance requirements were not too high. The family visited a college suggested by the teachers and they liked it because it represented the right religious affiliation, it was "not distractingly co-educational," and it was small enough so that he might get individual attention. Jim was accepted by the college on the promise that he would take a summer remedial course in spelling. It was in his application to that college that Jim wrote the statement that appears at the opening of this report.

As Jim left school he seemed to have confidence that he would succeed. "I think I have the stuff to do it with hard work," he said. He was sure that he had made a good choice, that he knew his own strengths, and that he could get along in new situations. His last two years of school had been, he felt, a very good experience. His chief regret seemed to be that he had not had a chance to study sociology to learn more about people whom he liked, and that not enough time was devoted to the study of American social problems. His eye condition had made it unnecessary for him to consider the possibility of service in the armed forces, but he seemed willing and eager to serve

his country in other ways in the solution of its problems.

If the reader will now turn back to Jim's self-appraisal, he must observe that Jim had made a keen analysis of himself.

Six months after graduation, Jim wrote the following letter to one of his high school counselors. Note the use of the counselor's first name and of the recognition that talking to others was something that he just could not resist.

December 11, 1951

Dear John

This is rather hard to write a letter that should have been written in September. I hope you will accept my apology.

I started at the small church college but stayed only one week. I will be honest with you, in telling you why I left there. I was in a dorm with 10 other fellows. "All hell raisers like I am!" I knew that I could make the grade there if I had a chance to study, but under those conditions I what the out come would be. You see there were two tables to study on for 10 of us. The library closed at 8. You know me with ten fellows, and what the scholastic outcome would be.

The second motive for leaving was, the fact that I was supposed to get a double room and didn't get it.

I came home and started at University Extension in the city close to my home. I am taking Spanish and English at night school. The Spanish is very hard for me, but the English is coming along quite well. I doing C+ work now. I am proud of this because I had a hard time in high school with English.

I am working days and going to school at nite kind of hard but I think it's the best way.

John I would like to talk with you at your earliest possible convenience. I have some problems that I am sure you will be able to help me with. I can come to see you or if you are in the city where the extension center is I can meet you and go out to dinner. This vary important.

John thanks for your interest I really appreciate it.

Sincerely

Jim

# Nancy

When the high school commencement exercises were over, the parties began. Pairs, cliques, groups, and gangs had made their plans to celebrate, and now was the time. Diplomas in hand, they cut loose and expressed, whether they believed it or not, great joy that school was over. Only Nancy hobbled downtown alone. The freedom and independence that graduation meant to her was not a thing to rejoice about. It was a very serious matter, an emotional experience that she did not choose to share.

Nancy was a cripple. She told about it in her own words in an autobiography written when she was in the eleventh grade.

I was in first grade at the time and Miss Smith, our teacher, called me up to the desk. On the way I tripped over something and fell. I tried to get up but my leg hurt so that I couldn't. Miss Smith called the principal and he took me home in his car. When we reached my house he carried me upstairs (we lived in a flat at the time.) and Mother called Dr. Jones. When he arrived he looked my leg over and tried to bend it but it would not bend. He said I had knocked the cartilage loose in my knee and he would have to operate. So I had my first operation here at the hospital. That was not the end of it though.

When I would first get up in the morning, I could hardly stand on my left leg it would hurt so, by noon it would be alright. Because of this difficulty I only went to school in the afternoon. Well it kept getting worse and worse so Dr. Jones sent me to the most wonderful man I have ever met.

His name is Dr. Brown, a bone specialist. He put me in a children's hospital. I was there for seventeen weeks before they finally found what was causing the trouble. The trouble was caused by a little germ that goes under the trade name of Tuberculoses. He operated and since then I have had six others.

Even after she had written this report there were to be other operations to remove bone from her right leg to make it shorter so that she would not limp so much. And, despite all the treatment, Nancy still had a noticeable hobble at the time she was graduated from high school. There were long periods of her life, even after she had grown to young womanhood, during which she was carried by her father from room to room because she could not walk and her mother was too frail to carry her. From these and other experiences Nancy seemed to derive a strong need for independence—to be free from the ministrations and solicitousness of others, to literally “stand on her own feet.”

Additional complications grew out of Nancy's physical difficulties. Her father was a professional man with a small salary, and the cost of Nancy's operations kept the family resources at a very low level. Her mother, a former teacher, had been ill for many years and was unable to manage the home and to take care of Nancy or of a very lively brother four years Nancy's junior. Her father's death while Nancy was in her senior year added to the family's problems.

Both parents were oversolicitous about Nancy. They were very much concerned when she did not make the marks that they thought she should, and they attempted to restrict her activities so that she would do more homework. They became so concerned about it that they denied her the privilege of going out on the evening of any school day. Nancy retaliated by making excuses to go out in the evening and not returning until the evening of the next day. She continued this procedure until her parents reduced the pressure and permitted a normal amount of free time during the evenings. Both parents were very eager to have Nancy go on to university training, although they saw little hope of giving her adequate financial support.

Nancy's resentment against adult authority and her strong desire for independence brought difficulties at school, too. Her parents had said that she “had a mind of her own,” and she exhibited it to any teacher whom she considered to be too demanding or tyrannical. At

times in her classes she stated her position on certain issues loudly and defiantly, but her usual response to what she considered to be unfair practices of teachers was to sulk, to feign boredom in a very noticeable manner, and to refuse to hand in assignments. It seems likely that her school record would have been worse than the one presented below had not a few teachers shown some sympathy for her physical condition. Her performance resulted in a rank of 284 in a graduating class of 353 students.

SUBJECT	GRADES							
	9		10		11		12	
English	C <sup>1</sup>	C <sup>1</sup>	C <sup>2</sup>	D <sup>2</sup>	D <sup>2</sup>	D <sup>3</sup>	D <sup>2</sup>	D <sup>2</sup>
Latin	D <sup>2</sup>	D <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>				
Amer. History					D <sup>2</sup>	F	-	D
Civics	B <sup>2</sup>	C <sup>2</sup>						
Arithmetic							D <sup>2</sup>	D
Algebra			C <sup>1</sup>	C <sup>2</sup>				
Geometry	B <sup>1</sup>	B <sup>1</sup>						
Biology			B <sup>1</sup>	D <sup>2</sup>				
Chemistry					C <sup>2</sup>	D <sup>2</sup>		
Physics							B <sup>1</sup>	C
Physical Ed.	Credit		Credit-F		A	A	Credit	
Choir	Credit		Credit					
Typing							Credit	
Telephone Operator							Credit	

That Nancy might have done better in school is suggested by her performances on tests. On the Otis Test of Mental Ability, administered in the eighth grade, she achieved an I.Q. score of 121, and the fact that she could score satisfactorily on other tests when she was in the mood to try is evidenced by the scores on the facing page.

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	69	50	
Reading Tests			
Progressive reading vocabulary		70	75
Progressive reading comprehension		50	50
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	83		
Space	40		
Reasoning	88		
Number	22		
Word fluency	49		
Differential Aptitude Tests			
Number		60	
Language usage		80	
Spelling		40	
Verbal reasoning		15	
Space			
Clerical			

Nancy's teachers were convinced that she could have been a better student if she tried, and they frequently told her so. When she was informed of her test scores, it was impossible to observe the effect, but she could always hide her feelings well. She did say that she was encouraged to do better work by the scores.

Nancy did not participate in any of the school extracurricular activities but she liked to think of herself as an accepted member of such groups. Her out-of-school activities were limited by her physical condition, restrictions imposed at home, and the part-time jobs she held. She listed as once-a-week activities skating, dancing, and tennis, but since she limped so badly these were really evidence of wishful thinking rather than accomplishment. Other once-a-week activities

were watching television and going to the library. She listed the reading of mystery and gangster stories, listening to similar stories on the radio, and swimming as daily activities and also as the three things she liked to do most in her spare time.

At one time when she was a junior in high school, she wrote the following diary of her activities.

*Saturday*

Morning—Washing hair and took a bath

Afternoon—took care of children

Evening—took care of children

*Sunday*

Morning—Went to church

Afternoon—Went for a ride with my parents

Evening—Homework

*Monday*

Noon hour—Watched baseball game

After school—Went downtown to community youth center

Evening—Homework

*Tuesday*

Noon hour—Watched baseball game

After school—Went downtown to community youth center

Evening—Slept overnight at girl friend's house

*Wednesday*

Noon hour—Watched baseball game

After school—Went right home

Evening—Homework

*Thursday*

Noon hour—Watched baseball game

After school—Went right home

Evening—took care of children through supper hour and after

*Friday*

Noon hour—Watched baseball game

After school—Went right home

Evening—Went to youth center

others in the car, Betty and Billy were sitting in the back. Donnie, (Billy's cousin) and Jack who was driving. They asked us if we wanted a ride so we got in.

I knew Billy from school, I got in the back and Bobbie in the front. We rode around for awhile and Billy put his arm around me. Bobbie wasn't doing so bad for herself either. Donnie and Betty got tired so they got out and went home. Pretty soon it was time for me to go home so they took me home.

Saturday night Bobbie and I just happened to be down by the river when Jim and Donnie came along. We got in and drove around for awhile. I asked Donnie where Billy was and he said taking care of his younger brothers. So we went up to his house and he came out and sat in the car for awhile. We made a date for the four of us to go to the show the next night. I got home at 10:30.

I had lots of fun while I was going with him and I still don't understand what happened. As far as I know this is all that happened.

July 3 was Sunday and when I reached home from church Bobbie called and said Billy had asked her to ask me if I could go fishing with he and Jim. I asked mother and she said yes so at 2:30 they came and got me. We rode around and then we rode some more. Bobbie and I really had planned on going fishing but we never did get there.

When we reached town again it was 6:00 but they didn't take us home and we didn't want to go home either. We went to Betty's to get some supper and then went down by the park to the Fourth of July Celebration.

We walked around through the park and stopped for awhile on one of those little bridges. Nothing was being said when all of a sudden Billy grabbed me and I almost fell into the water.

Then we walked back to the car and sat there for a few minutes. Bobbie decided she wanted a malted milk so we went down to the drive-in. Then we went up to the park to get a drink of water. When we came back to the car I decided it was time to go home so home I went. We sat out side by my house for awhile and Billy kissed me and I went in the house. That was the last time I saw him for a long time.

I was going to go out the following Wednesday but I had to go to the hospital instead. I was going to have some bone removed from my right leg to make it shorter so I would not limp so much. So I landed in the Hospital that night.

Those eighteen days I went with Billy were the happiest days I have spent so far. The only thing I ever want out of life is to be able to go to college and go into practice as a Laboratory Technician. After a few years of practice I would like to get married and settle down and raise a family. Meanwhile all I hope for is that I will do the right things and have fun.

This was the only autobiography in which a student discussed love, and the only one in which there was as much concentration on one event. Interpretation of her report is left to the reader, but one possible interpretation is that this is the statement of a person who, for the first time, believed that she had found a person who really cared for her.

Nancy liked to dissect, to analyze, and to do things that required specific attention to detail. She liked the grammar unit in her English courses where sentences were analyzed (Note language usage score.), the units in biology where animals and plants were dissected, and the exactitude of geometry. All these suggested the possibility of success in some laboratory occupation. She rejected her parents' urging that she become a nurse but was quick to grasp at a suggestion that the work of a laboratory technician might suit her. She read about the vocational requirements for and opportunities of a laboratory technician or dental hygienist and both appealed to her.

Early in her senior year some of Nancy's reading and radio listening created a great desire to go to Mexico and it seemed at one time that she might set out for that country without her high school diploma, alone, and without funds. The desire to do so lessened when it was suggested that there might be too many difficulties to make the trip enjoyable, but that laboratory technicians were needed in Mexico and her trip might prove more enjoyable if she were to postpone it until she had both funds and training. Although it meant giving up immediate independence from parents and teachers, she accepted the counsel and decided to finish out her high school career.

Although Nancy knew that she could not go far in the field of laboratory technology without post high-school training, she could

not force herself to go on to training after graduation and she took a minor position in the laboratory of a local hospital. Six months after graduation she was still employed there and was thoroughly enjoying the freedom that her own earnings made possible. She hoped to marry within a year.

When Nancy was asked whether, in looking toward the future, she thought that things were going to work out well for her, she replied, "I don't know."

6

Joan

Mike

Elsie

Caspar

Rena

Donnie

Helen

Roundy

Sandy

It has often been said that the quiet students who cause no disturbance in class and who always do what they are told are the real problem children. Still waters are thought to run deep, and withdrawing is often considered to be an escape from reality. It is commonly said that young people who continue to be both submissive and withdrawing may develop serious adjustment problems at a later period in life. Accordingly, it is suggested that teachers pay particular attention to these pupils despite the fact that they seldom become disciplinary cases.

As the reader will see as he scans the cases in this chapter, these nine quiet ones had problems which they had been unable to solve. Some developments in their home training had produced submissive attitudes, or some current situation at home or school presented difficulties which they were not prepared to attack by methods utilized by the subjects described in earlier chapters. A large city high school was too much for some pupils, and they made themselves as inconspicuous as possible. Other students had been taught by their parents that quiet, reserved behavior was more rewarding than its opposite. One boy's rugged work schedule demanded that he rest quietly when he was in school, and a girl who was ashamed of her family difficulties wanted to draw no attention to herself lest there be discussion of them.

These were the quiet ones and, in a sense, the persons for whom sympathy was needed. But sympathy was not enough. In answering some of the questions below, the reader may want to propose certain lines of action that might have been undertaken to help these young people to help themselves. Before doing so, however, he must ask himself one basic question. Has not the individual the right to choose to be as quiet, as submissive, and as withdrawing as he wants to be?

Before anyone attempts to influence these people to behave differently, he must be very certain about the validity of his criteria for judging human behavior. The first of the questions is, then, concerned with these criteria and the application of them.

1. Would action designed to make any of these students exhibit more outgoing behavior have been justified? In which cases? Why?

2. How could extracurricular activities have been used more effectively to help these students?

3. Would personality and interests tests have helped these people to recognize their limitations?

Since the cases in this chapter contain many common factors, the questions and issues that they raise are grouped after the last case is presented rather than after each case separately.

## Joan

Joan and her twin were shy little country girls who could never quite get adjusted to the city high school. When called on in class, Joan blushed profusely and kept her eyes glued to the floor. She ended her sentences uncertainly and pleadingly, as if to ask whether what she had said was acceptable and as if to say that she was sorry if it was not. Her grooming and speech improved steadily throughout four years of high school, but at the time of graduation both were still rather unfinished. She had not yet found, for example, a happy medium between too much and too little cosmetics or a satisfactory balance between extremes of too gaudy and too plain dress. Her speech still showed a heavy accent from the use of German at home, and her conversation revealed her rural background. She wanted, when she finished school, to get a job in the city but one that would

permit commuting to her parents' farm every night. Joan's four years of city high school education had left her unassimilated.

The farm on which Joan had been brought up was six miles from the city. Her father drove the twins to school and took them home soon after the close of the school day, and there was thus no opportunity to participate in any extracurricular activities. Though the school's lunch period was an hour and a half long, no provision had been made for any organized activity and rural students filled out the time by window shopping in the city or gossiping in small groups. The values of a centralized school were never realized for Joan and her counterparts. School consisted of four formal classes, a study hall, a highly organized physical-education period that did not provide opportunities to get acquainted with classmates, and an hour and a half of noon-hour gossip with two or three rural students.

When she returned home, it was to a closely knit family group of mother, father, two sisters (one of them a twin), and an elder brother. Her mother had reached the fourth grade and her father the eighth, and neither her brother, who worked on the farm, nor elder sister, who worked in a factory, had completed high school. The family was fairly prosperous, and the home situation was so satisfactory to the children that none of them wanted to venture far from it. It was common practice for girls in this neighborhood to leave school before being graduated, work a year or two, and marry early. Joan departed from the usual pattern only in the fact that she wanted to be graduated from high school.

Joan worked diligently but always fell just a point or two short of reaching coveted honor-roll status. (An average of B was required in this senior high school.) Her best efforts and diligent study produced the following school record and a rank of 83 in a graduating class of 250 students.

Joan's favorite subjects were general mathematics, shorthand, and typing. She always disliked English because, she said, she could not write the required themes and because the giving of oral reports made her nervous. The courses in economics and bookkeeping were very difficult and very uninteresting. Oral reports in history made that sub-

SUBJECT	GRADES							
	9		10		11		12	
English	B	A	C	C	C	C		
Amer. History							C	C
Civics	B	B						
Geography					B	B		
Economics							B	B
Algebra	B	A						
General Math.			B	B				
Biology			C	C				
General Science	B	A						
Physical Ed.	A	A	C	C	B	B	B	B
Home Economics	B	A						
Bookkeeping			C	B				
Mathematics					B	B	B	C
Typing					B	C	B	C

ject difficult, but in business-education classes she had overcome her timidity enough in her senior year to speak up occasionally.

Joan's test record revealed variability that could not be attributed to lack of effort. She attacked tests as resolutely as she did her school work, and her performances always reflected maximum effort. An I.Q. score of 99 was achieved on the Henmon-Nelson Test of Mental Ability when she was in the ninth grade. Her test scores in the tenth and eleventh grades are on page 186.

When the tests were interpreted to Joan, she showed some concern that the low scores might affect negatively her chance to get a good job and she seemed to be relieved when she was told that performance in classes would be much more important than test scores in determining job possibilities. She had guessed that she would do poorly in verbal and well in numerical tests. Her score on the number

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	31	25	
<b>Reading Tests</b>			
<u>Cooperative</u> reading vocabulary	17	3	
<u>Cooperative</u> reading comprehension	19	13	
Cooperative speed of reading	16	20	
<b>Primary Mental Abilities</b>			
Verbal	30		
Space	65		
Reasoning	68		
Number	95		
Word fluency	39		
<b>Differential Aptitude Tests</b>			
Number		55	
Language usage		25	
Spelling		45	
Mechanical reasoning			
Space			
Clerical		90	

test of the Primary Mental Abilities, which requires the student to perform very simple computations at high speed, was one of the best achieved by any student (95th percentile) but her score on the number section of the Differential Aptitude Test, which requires the student to perform more involved computations, was near the average of her group. On verbal and vocabulary tests her performance was significantly below the average, and her reading scores probably reflected her avoidance of reading wherever possible and the limiting of her out-of-school reading to one movie magazine.

Her 90th-percentile score on the clerical test and the high score on the number section of the Primary Mental Abilities Test indicated that she could work rapidly and accurately on simple processes, and these scores seemed related to her performances in shorthand,

in which she said that she liked to work fast. Her performances in speeded tasks was at the level that is usually described as a special ability, whereas her verbal performance was at the level that is commonly described as a special disability.

The school which she attended paid little attention to such matters, and consequently she was not encouraged to develop her high performances or offered remedial programs for her reading difficulties. If test scores and reading activities are adequate criteria, Joan graduated from high school a less efficient and less interested reader than she had been when she entered.

Joan's activities outside of school were simple and restricted. She went to rural dances, did some roller skating, listened to radio mysteries, went to an occasional movie, kept a scrapbook of movie stars, and read *Screen* magazine. She said that she liked to sing when alone, to cook, and to work around the house. She had one of the most severe and persistent cases of acne of all the students, and sensitivity to that condition probably influenced her decision to avoid groups and to spend much time alone or with only the company of her twin sister. When she was asked how she thought other persons would describe her, she blushed profusely and was completely non-committal in her answer. She did indicate later that one of her strong points was that "I always try my best."

Joan expressed early and continuously her desire to become a stenographer in a small office in her home town so that she might continue to commute from home, but she said she would like to get married at any time that she had a chance. It seemed likely that she could succeed in an office where social presence and social graces were not highly important. She indicated that she thought she could be successful because "I can take shorthand and typing at a speed that will be expected of a stenographer." She said she would like a safe, steady job working for someone else because "if you are a good worker you will advance a lot if it is a good business for which you are working." At the time she was graduated, she had not found a position and there was some question about whether she could overcome her timidity enough to make a personal application for a job.

One month before graduation Joan described herself on a scale filled out by all seniors in the school. Her descriptions seem to show realism in items 1, 4, 7, and 8, but doubts are raised about her self-

In the item given below, I would be, compared to other high school seniors, in the (indicate with check)	Highest quarter	Third quarter	Second quarter	Lowest quarter
1. Achievement in my special field of interest (write it below) <u>Stenographer</u>		✓		
2. Reading achievement			✓	
3. Intelligence test scores		✓		
4. Achievement in numbers	✓			
5. Confidence that I will succeed in my class work	✓			
6. Getting along with people	✓			
7. Rank in this senior class		✓		
8. Confidence that I have chosen the right career	✓			
9. Knowing my own strengths		NOT MARKED		
10. Knowing my own weaknesses	✓			
11. Readiness for life after high school		✓		
12. Getting along in new situations		✓(?)		

descriptions in items 3, 5, 6, and 11. By questioning her own statement in item 12, she seemed to realize that she might have some difficulty in making adjustments.

Looking back at her school career, at the time she graduated, Joan thought that school had been useful but she did not respond to a question about whether or not it had been pleasant. There were no subjects that she had taken that she wished she had not. She did wish that she had taken cooking and regretted that a second year of bookkeeping had not been offered, although she had disliked the one year that she had taken. When asked whether she thought things were going to work out well for her in the future, she answered simply, "I hope so."

Six months after graduation, Joan was operating a print machine in a machine tool factory. She reported that she liked her job and planned to continue it the next year.

## Mike

"I believe the one reason why my son Mike is attending the University," wrote his mother to a school official, "is because at one time you told him he had the ability but it was up to him to use it. That was all the encouragement he needed. After graduation he attended summer school and took a mathematics course which he knew he didn't know very well and finished with a 92 average. Besides he worked and saved enough money to pay his entire tuition and expenses. He is doing very well at the University. I want to compliment you on your fine work."

No one, at the time Mike was graduated with a rank of 186 in a class of 353, would have predicted that he would go on to a univer-

sity. In fact, one month before he was graduated Mike said that he expected to go to work in a factory or as a handyman in a hotel. He said that if things went well with him he would be "just lucky." Yet Mike surprised everyone, even his mother, and certainly his teachers. He was one of those persons who make prediction of human behavior a very hazardous procedure.

Mike described some of the highlights of his career in the following autobiography, written for his eleventh-grade English teacher. His own story, just as he wrote it, is reproduced below.

Oct. 15, 1932 was an important date to me because that was the day I was born in a city hospital.

I have never known my father as he died in an automobile wreck before I was six weeks old. I have only known one relative on my father side, my uncle one time congressman for the state. I have also been told that my Grandfather was once governor of a state.

My Mother ran a shop somewhere in the city. I remember little of this but two things have stood out quite clearly, one was that I had gotten in to a fight with another boy about my age. This boy pick up a board which had a nail in it and the nail price my eye. Everything turn out alright as the nail had missed the pupil. The only other thing I remember of those yrs. was the time I had a tooth pull.

During the depression my mother sold the shop gor work as a housekeeper.

I had now started to school.

Well It didn't take look when I found a friend in this school and we went together in to stores and started to lift candy. We were soon caught & I probably was never so scared in my life.

There was a dog in my life a that time teddy was his name he was old & blind but was dreadfully smart.

We then moved to a new house and mother took in my Grand mother as she was very ill. I remember brief but Pleasant visits to my grandfather's in another town. For a summer or two we live a lake five, a small wooded lake part of which is now a game refuge.

When I reached the age of eleven mother married so we move to another town.

I supposed I fooled around like the average boy the only important

thing was that the war was soon over with. You see I had remember Pearl harbor and I remember mother reading the papers to me when hilter had first started waring on neigrning countrys in 38 or 39.

I had used to sat near the window & wacth what was than New car as the went down the street as she read.

A little while after the Pres. death we had brought a farm near here were I now live. I have travel quite bit these last few years too. That about all the important things.

Despite Mike's lack of polish in his written work he received average marks in English during his high school career. The English teacher in his junior year said: "His spelling is 'barbarous,' but what he says is really bright. He has unusually fine taste".

Mike had always been required to work hard at part-time jobs. He did farm work, clerked in a store, and, during his senior year, worked as a houseman at a neighboring city hotel three or four evenings a week and all day on Saturdays and Sundays. Since, on the evenings he worked, he did not get home until one o'clock in the morning, he was often sleepy in class and seldom got his homework done. As the result of an accident in 1947, in which he suffered some *concussion*, Mike had frequent headaches. This condition and the lack of sleep resulted in the description of him by his teachers as the "epitome of apathy and lethargy." Despite these handicaps he made a creditable record in school as shown on page 192, which, in turn, may be interpreted in terms of the test record given on page 193.

Mike did not seem disturbed when he was told what he had done on the tests. He did say that he had one of his headaches when he took the Primary Mental Abilites Test, and that he always expected to do poorly in any form of mathematics. He liked algebra least of all the subjects he took in high school and Spanish was not interesting because he could not get good grades. English was one of the subjects he liked best because, he said, "I like to read and write stor-ies." Biology was also a favorite subject. Because at one time he thought he might go into defense work after graduation, Mike added

SUBJECT	GRADES							
	9		10		11		12	
English	C <sup>1</sup>	B <sup>2</sup>	C <sup>2</sup>	D <sup>1</sup>	B <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>	C
<i>Spanish</i>					F	D <sup>1</sup>		
Amer. History					C <sup>2</sup>	B <sup>1</sup>		
Civics	B <sup>1</sup>	B <sup>2</sup>						
<i>Geography</i>							B <sup>2</sup>	B
<i>Amer. Problems</i>							A <sup>1</sup>	A
Algebra			D <sup>2</sup>	D <sup>2</sup>				
Biology			D <sup>1</sup>	D <sup>1</sup>				
<i>General Science</i>	B <sup>2</sup>	B <sup>2</sup>						
<i>Chemistry</i>					B <sup>2</sup>	B <sup>2</sup>		
Physical Ed.	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
<i>Industrial Arts</i>			C <sup>2</sup>	D <sup>2</sup>				
<i>Agriculture</i>	B <sup>1</sup>	C <sup>1</sup>						

to his school and work load by taking an evening course in welding at the city vocational school two nights a week. The additional time meant even less rest than he had been accustomed to, and he became even sleepier and more lethargic during his senior year.

Mike was "on his own" as far as activities were concerned. Early interests in chemistry and stamp collecting soon vanished when he raised enough money to buy a cheap, old car. He liked to sing and play baseball, but he took no part in school activities in those areas because, he said, "I guess I'm a little lazy on those things." He liked to read a lot of "any kind of books except cheap novels." His best experience was a two-week trip with his uncle to Chicago in the summer of 1950, where he enjoyed seeing things, "especially skid row."

In a check list of activities, he marked the following items in the frequency given.

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	58	75	
Reading Tests			
<i>Progressive</i> reading vocabulary		*	
<i>Progressive</i> reading comprehension		†	
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	50		
Space	32		
Reasoning	15		
Number	9		
Word fluency	12		
Differential Aptitude Tests			
Number		5	
Language usage			50
Spelling			15
Mechanical reasoning		15	40
Space		40	
Clerical			
* 1½ years accelerated			
† 2 years accelerated.			

Reading } Every day  
Radio }

Movies }  
Television } Once a week  
Tennis }

Hiking } Twice a week

He said that he could go out any evening that he wished and could come home at any time that he chose on any night of the week. He refused to fill out a diary of activities illustrating a typical week

but he said he was seldom at home, and he implied that no one was much concerned whether he was there or not.

Mike did not remember his father. His stepfather merely accepted him, but neither showed much concern about the other. His half-brother and half-sister were nine and twelve years younger, and he was indifferent about their activities. His mother, who had had only an elementary-school education and who had struggled hard to make her own way in depression years, was convinced that Mike should go on to training beyond high school. She saw no way of providing financial assistance, and he seemed completely reconciled to the idea that he would have to make his own way as he had done throughout his high school career. His stepfather, who had been graduated from high school and attended a vocational school, was a part-time farmer and carpenter who saw no reason, even if he had been able to do so, to support his stepson. Mike said that he never talked about his hopes and plans at home.

Any plans for Mike's future would be influenced by his appearance and manner. He was slow-moving and slow-talking. He had a serious case of acne. It seemed as though he had slept in his clothes and had not had time to comb his hair before coming to school. And this condition did not change significantly at the time when most of his contemporaries became concerned about their appearance. He seemed to be very sleepy at all times, and the general impression he gave was one of a "lost soul" who seemed to lack confidence in himself and about whom nobody seemed to care. His two closest friends had notorious disciplinary records, and Mike said that they would describe him as "quiet in class but reckless otherwise." From observations of Mike in school, the term "reckless" would just never seem to apply.

When he was a sophomore, Mike said that he would like to join the Air Corps for three years and then become a farmer. He continued to express interest in the armed forces in his junior year because, he said, he would learn to "take and give orders and to learn to think in a clutch." When he was a senior he had changed his mind. At that time he indicated he would not enlist. "It's long enough when you're drafted," he said. During the first half of his senior year

he seemed very uncertain about the future. He showed some interest in going to college to study accounting and he wanted to take some tests *to determine whether or not he had the aptitude for it*. The pros and cons of several occupations were discussed when he said that he wanted to learn more about them. In the last month of his senior year, however, he said that he would take a job in a factory. No one predicted that Mike would set up a plan to work his way through college and to carry it through in the manner described by his mother in the first paragraph of this case study.

## Elsie

"If she would just relax once—if she would just laugh, or at least smile—I'd feel that I was doing something for Elsie."

"Elsie is a sphinx if there ever was one."

"She's pleasant enough to have in class but she seldom smiles."

"She seems aloof and remote."

*These are comments of teachers and counselors about Elsie. What was she really like, and what could teachers who really cared have done for her?*

When Elsie came to senior high school, her teachers knew that she had been a good student and that her test scores were high. They did not know that her mother had a "nervous condition" or that Elsie was already bored with education. Since she continued to earn good grades and *did her work conscientiously*, most of her teachers apparently saw no reason to inquire about her lack of the usual adolescent zest for living. Those who did remark upon her manner were content to note, as in the comments above, that she was sphinxlike, shy, withdrawn, aloof, and remote. They also noted that her grooming was always immaculate and that her health record was perfect.

That Elsie could perform well in school is shown by her record.

It is not so complete as most because, by taking extra credits, she had thought that she could be graduated from the senior high school in two and one half years. In fact, that was the first question that she asked of a counselor. "How can I finish school in less than four years?" Her record follows:

SUBJECT	GRADES							
	9		10		11		12	
English	B	A	A	B	B	B		
Amer. History					B	A		
Civics	A	B						
<i>Social Problems</i>							A/A	
Algebra	A	A						
<i>Geometry</i>			A	A				
Biology			A	B				
<i>Chemistry</i>					B	A		
Physical Ed.	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>			
<i>Junior Business</i>	B	A						
<i>Bookkeeping</i>	A	A						
<i>Typing</i>			A	A	B	A	A	A
<i>Shorthand</i>			A	A	A	B	A	A

Elsie liked bookkeeping and shorthand but disliked English and biology. A course in American problems taken during her senior year was very interesting to her because there was discussion of the problems of "big business."

When she took standardized tests, Elsie worked very diligently, and her scores, shown in the following table, were uniformly high.

When Elsie was shown the test percentiles and when they were interpreted to her, she said that she did not believe the tests could be accurate if she had done that well on them. When it was pointed out to her that people who performed as well on tests and made as

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henmon-Nelson Test of Mental Ability	83	98	
Reading Tests			
<i>Progressive</i> reading vocabulary		*	
<i>Progressive</i> reading comprehension		†	
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	90		
Space	90		
Reasoning	75		
Number	95		
Word fluency	95		
Differential Aptitude Tests			
Number		90	
Language usage		85	
Spelling		99	
Mechanical reasoning			
Space			
Clerical		90	
* 2½ years accelerated. † 1¾ years accelerated.			

good marks as she had done usually went to college, she said that she was sure that she did not want to go. She wanted to get away from the grind of school work as soon as possible and finish her work in the middle of the senior year so that she could get a head start on the June graduates. Though the possibilities of college attendance were not urged upon her, it was obvious, every time college was mentioned, that she did not want to discuss the matter. Since her parents were willing to send her to college, there seemed to be neither financial nor academic reasons for her rejection of further education. Just before she was graduated, she said that she was glad that school

was ending for her, although she did add that it had been a good experience.

Elsie's stated interests were obtained from check lists used by the school, by observation of her activities, from statements made in interviews, and by inference from statements in her autobiography. Asked by teachers in the tenth grade to make a diary for one week in the month of May, she turned in this report.

*Saturday*

Morning—Cleaned house

Afternoon—Played baseball

Evening—Went visiting with folks

*Sunday*

Morning—Went to church

Afternoon—Went visiting with folks

Evening—Stayed home and listened to the radio

*Monday*

Noon hour—Went for a walk

After school—Went right home and got supper

Evening—Ironed clothes and did my homework

*Tuesday*

Noon hour—Went for a walk

After school—Went home and helped mow the lawn

Evening—Listened to the radio. Did my homework

*Wednesday*

Noon hour—Went for a walk

After school—Went downtown. Got supper

Evening—Went for a walk. Did my homework

*Thursday*

Noon hour—Went for a walk

After school—Went right home. Got supper

Evening—Cleaned house. Did my homework

*Friday*

Noon hour—Went for a walk

After school—Went right home

Evening—Went skating

This was one of the most repetitive diaries submitted and one which, on the surface at least, was the most noncommittal of all those received.

In interviews during the senior high school years Elsie indicated some interest in skating, swimming, sewing, crocheting, and cooking. She said that, although she did not read as much as she had while she was in junior high school, she read an occasional animal story or one about pioneering adventurers. She attended some dances in her own neighborhood but did not go to those held at the school. She played the piano occasionally and sang in a church choir. The club for Future Business Leaders of America was the only school club joined, but she held no offices and participated only enough to retain her membership. She said that she liked the club because it had interesting speakers and movies.

When Elsie was asked to indicate the three things she would like to do most in her spare time, she listed hiking, dancing, and roller skating in that order. Her response to a checklist about activities is presented as it was given.

	Yes	No	Once a week	Twice a week	Every day
Ice skate		X			
Roller skate	X		X		
Go to movies	X		X		
Watch television		X			
Dance	X		X		
Hike	X				X
Go to library		X			
Play basketball		X			
Play volleyball		X			X
Play baseball	X				
Play tennis		X			X
Read	X				X
Listen to radio	X				
Archery		X			
Other activities					
Bicycle Riding			X		

In the tenth grade Elsie was asked by her English teachers to write an autobiography. This is what she wrote, with names and dates changed to prevent identification.

## MY AUTOBIOGRAPHY

My name is *Elsie*. I am sixteen years of age and a junior at High School. I was born on December 26, 1932, at Geneva, Wisconsin. I now live at 520 Western Avenue. I am a member of Mount Calvary Evangelical Lutheran Church.

My parents' names are Henry and Olga. I have a younger brother named Henry Junior.

"What kind of a person am I?" To begin with I like people. I enjoy being around people although I also enjoy solitude at certain times. I like fun and like to kid other people. I can take teasing as well as give it. I do not get angry very easily. I do not like people who are always bragging about their families, their friends, or themselves. One of my pet peeves is conceited people.

I am rather shy, especially in my classes at school. I dread getting up in front of a class to discuss a subject or even to answer a question.

I try to get along with everyone. This is usually not too hard as long as I keep in mind, as much as possible, their likes and dislikes.

I try to be conscientious. I take my homework home and do it. That is unless something unexpected comes up or I have just too much homework to get done in one night. Many nights I have so much homework I stay up long after midnight working on it. I do not like to go to a class with my work unprepared. I get at my work myself. I do not think it necessary for someone to tell me to get my homework done.

I like to be neat and clean not only in appearance but in my work. I like to have all things well organized. This includes schoolwork as well as things at home.

I enjoy sports and take part in many of them outside of school. In grade school, I was a member of a girls' baseball team. I do not belong to any athletic clubs in high school. I do belong to Future Business Leaders of America and Library Round Table.

I like housework and outside work around the home. I like to read books of modern and pioneer times. I also like animals and the books about animals. I enjoy riding bicycle and going on long hikes.

My favorite hobby is taking snapshots. I take many scenery pictures. This is one reason why I like to hike. In my spare time I enjoy looking through my snapshot album and remembering the days on which the pictures were taken.

I like to sing also. When I was in grade school, I belonged to our church choir. I sang many solos, duets, and trios. As many times as I have gotten up in front of a group to sing, I have never overcome my shyness. I was in the choir in my freshman and sophomore year at high school. I have played piano in front of an audience but enjoy singing much better.

"How did I get this way?" When I was still very small I began learning to get along with others. When my brother was born I found that I could not always have things my own way. I think this greatly influenced my getting along with others in school too.

When I began school, I learned that in order to get along with my classmates I had to give in to a lot of things. Sometimes I felt this was asked too much of me. Now I am glad that I had the opportunity to learn this in the lower grades. *Anyone who cannot get along with others misses much enjoyment.*

I am not prejudiced against any race or religion. My parents have never been prejudiced and I am glad they brought me up that way. I feel that one person is as good as another. Most of my friends are of a different religion than mine but this does not hinder our friendship.

Schoolwork has never been too hard for me. I have had good marks all through school so far. *I am having more trouble this year than any other year.*

I am very nervous and I think this is why I am shy in my classes. It seems I cannot get up enough courage to talk in front of a class voluntarily. When a teacher calls on me, I become so nervous that many times I forget to say all that I could. I have always been very nervous and I guess I will always be that way.

I was never made a baby of. My mother has never been too well and therefore when I was small I had to tend to myself much of the time. This has taught me to be dependable. I realize that in order to have the things you want you have to get them yourself or go without.

Last of all "What do I hope to become?" As my occupation after school I have chosen to be a stenographer. When I was small I wanted to be a nurse, then a school teacher, a bookkeeper and now a stenographer or secretary. In this vocation I will have to be able to cooperate with people. There are still many ways to improve my personality before I go into a job of this kind.

I have chosen this field because many of my friends and relatives have gone into it. I began taking commercial subjects in ninth grade.

I have enjoyed Junior Business, Bookkeeping, and now Shorthand and Typing.

In this autobiography I have tried to describe myself as well as I can.

Elsie's father, who had completed the eighth grade in school, held a position as foreman in a manufacturing plant. Her mother, who had completed eleven grades, had a "nervous condition" which prevented her from carrying on the usual home duties regularly. The family, in comfortable financial circumstances, lived in a modest home just outside the city limits. Elsie and her brother Henry, four years younger, commuted to school by bus.

Elsie reported that she usually spent five evenings a week at home, that she always asked permission of her parents if she wanted to go out during the evenings, that she was required to be home by twelve o'clock on school nights, and that she could stay out until twelve-thirty or one o'clock on Friday or Saturday evenings. Since she was required to manage the home during her mother's many illnesses, she could not obtain the part-time jobs she would have liked. Although Elsie did not complain about her home situation and its limitations, it appeared that she was worried about her mother and concerned about the burden she had to bear.

Elsie indicated, in the tenth grade, that she would like to finish school early and become a secretary despite her parents' encouragement to attend a college. A year later she said that she would like to be an airline stewardess so that she could travel, "maybe to Alaska." She thought for some time that she might attend a business college and then go to a school for airline-hostess training. At that time her father was insistent upon college attendance but her mother wanted her to choose her own career. During her senior year both parents vetoed the stewardess idea, her father gave up the effort to get her to go to college, and she decided to become a secretary. Just before graduation from high school, when asked what she would like to be doing five years later if things went just as she wanted, she said that she would like to be operating a gift-shop business in a resort area near her home in partnership with a cousin. She said that she did

not ever want to go far from her home town and she professed no interest in marriage.

As she left school, relieved that she was finished, the impression persisted that Elsie had never really laughed and that if she smiled her mask would crack.

Elsie took an office job in a retail organization in her home town at a salary of \$120 a month. She said that for the first six months she would be learning the business and that she would be obligated, therefore, to stay with the company for some time. Six months after she left school she reported that she was still working for the company and that she liked her job.

## Caspar

Caspar was a nice, quiet, farm boy with a shy smile who did what he was told, spoke only when he was spoken to, completed the minimum school assignments, and felt relieved at the end of the school day when he could leave his books and get back to the farm, where there would "always be things to do."

Farming was Caspar's life, and things rural were his domain. His best marks in school were achieved in agriculture; the Future Farmers of America was his only club; square dancing in the village hall on Saturday nights was his greatest pleasure; agricultural subjects were the ones on which he could converse best; and the only goal he ever stated was that of having a farm of his own. When he left school, it was to return to work with his dad on the farm, where he thought he would be successful because "I have the ability to do the work and want to be outside and in fresh air." The air of all classes except

the agriculture room was something to tolerate only because "you need a high school diploma." The only kind of training he said he would *strongly* object to taking after high school was "college," and the only kind of work he would *strongly* object to was "teaching school." He did not think that these were objectionable places or occupations for *others*. He was merely sure that they weren't for *him*.

Caspar gave his teachers no trouble. He was a conscientious boy who did what he was assigned to do—no more, no less. He appeared to have no definite influence on his associates and, though he seemed to want an established place in his group, he was generally treated with indifference. His only friends were three farm boys, and he seemed to enjoy their company, but when he was in a larger group he said he could not have much fun.

The picture of Caspar presented above was verified in the following report about himself.

### MY PRESENT

On September thirteenth, nineteen thirty two I was born at a village. I am seventeen years old and 5 feet tall I have grown up now and I am a well behaved person. Some years ago in grade school I was bad as they come. I am good to parents, I mind them well. I am frindly too my friends at school and at my home town. I like sports and like to watch football and other games

When I was thirteen I was in the Hospital for one month. I did have friend come an visites me But in time it gets monotonist to have nothing to do. This was during the school year. It was very hard for me to make the school work up.

I like to live on a farm and work on a farm. I like to work mostly with animal. There are many others enjoying things on a farm. Some others things I like to do are working with wood. Building and making different useful things such as furniture; bridhouses.

Some social activities I belong too are F.F.A., The Future Farmer of American. This is a farm program on different material discuss about In this club we have about one hundred twenty boys. Each boy has some job. Some years ago I belonged to 4-H. This is some thing like F.F.A. You have a project to work with and have record on it.

plant crops at the right time, how to get the best yield per acre. I am fairly sure will become a farmer. I feel in agriculture in school is helping me to get more experience about the farm. Some Highlights I study in agriculture are judging animals, feeding animals, and taking care of animals. This is a very interesting subject for me and I think this class is very important.

Caspar worked diligently on all tests that he took, but his best efforts yielded only the scores presented in the table below. When attempts were made to interpret the tenth-grade test scores to him he did not seem to grasp the meaning of percentiles but he did say that he knew he could not do well on tests. The scores seemed to

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henman-Nelson Test of Mental Ability</b>	12	16	
<b>Reading Tests</b>			
Progressive reading vocabulary		*	
Progressive reading comprehension		*	
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	5		
Space	60		
Reasoning	8		
Number	40		
Word fluency	37		
<b>Differential Aptitude Tests</b>			
Number		10	
Language usage			
Spelling			
Mechanical reasoning		40	
Space		5	
Clerical			
* 8th-grade level			

indicated that it was the agriculture course that was keeping him in school even though he had to spend two hours a day on a bus to get there. Woodworking was another best-liked subject until pattern-making was introduced. He considered that part of the work to be less practical than the making of bookcases and tables, and in the pattern-making units the woodworking teacher described him as apathetic.

Until he acquired enough cash to buy a model plane, Caspar said that he was too busy on the farm to have hobbies. He was not interested in sports, either as participant or spectator. When he could raise enough money, he went to automobile races and, when he finally saved enough in his senior year to buy an ancient car, he spent much time repairing it. A weekly movie, looking at the pictures in farm journals, occasional hunting near his home, listening to the radio, and just having fun at home with his parents and relatives filled the few hours that were free of school and farm chores.

The farm on which Caspar lived was too small to provide full-time employment for him, his father, and his elder brother. As Caspar neared graduation, a problem arose concerning job opportunities for the boys. If the elder brother were to leave the farm or be drafted into the armed forces, Caspar could take over its management while his father worked part time in a quarry. If his brother remained at home, and if no additional land could be acquired, there seemed no alternative for Caspar but to take a job as a hired hand on a farm. There was also the possibility that Caspar himself might be called into the armed forces. He hoped that his flat feet, his only health or physical problem up to that time, would make deferment possible.

At the time he was graduated, Caspar's chief concern was the possibility of being drafted. He said it was the only thing that made the future "hard to tell" for him. "Maybe," he said, "I'll never get to do what I plan to do." He was highly confident that he had chosen the right career but not sure that he would have a chance to be on the farm, "outside and in fresh air."

"Where will you go to get your training, Rena?"

"To —— college, because there is one of the best schools in the state for training in home economics. It is a Catholic school and it is a girls' college."

"What is there about *you*, Rena, that will make you successful in the training you have chosen?"

"Most of all I am greatly interested in it. I enjoy cooking, cleaning, and all the other household tasks. If I became a dietitian because I enjoy people, I think I will be doing my service to the human race."

"What is there about *you* that might keep you from being successful in your training?"

"I don't really know of anything."

"Looking toward the future, Rena, do you think that things are going to work out well for you?"

"Yes, I believe they will."

"Why?"

"My parents are trying to do all they can for me and I know with their help and my interest I will make a success of my life".

These were the comments of Rena one month before she was graduated from high school. Eighteen months earlier she had told about her development up to that time in the following words.

### THIS IS MY LIFE

At 5:15 A.M., September 16, 1933, a little bundle seven pounds and nine ounces was gently lowered into a baby crib, labled with a pink bracelet around her arm bearing my name at the city hospital. Thus was the beginning of my existence. No hair, small frail body, lengthy arms and legs, and red skin would rightly fit her description. The child looked as if it wouldn't survive, but, as we dig deeper into the story we will find out if she really did amount to something.

The child happened to be a girl but not at all what her parents expected. Therefore for the first few months or so she was clothed in blue, the color symbolic of a boy. Maybe she looked like one, but, I have my doubts that she was. Oh, yes, I forgot to give her full name which her parents decided on. It was Rena Grace Smith. This is her life as interpreted by herself.

My first year of life began with a bang. I was forever blowing bub-

bles and kicking off my blankets. Maybe I didn't like the feel of wool or it could of been that I was always warm with the stuffy old quilts tucked all around me. One day my mother left me on the bassinette, not knowing I had already developed such muscles, to reach a pin for my diaper, when all of a sudden she heard a crash and turned immediately to find my bottle, with milk dribbling out, in the kitchen window. I can't possibly imagine what she thought.

Nearing the age of two my teeth began coming in. Oh what a problem! I think I could of chewed thousands of teething rings, but, there was one I was especially fond of. This was a plain white rubber ring which was almost worn out. A favorite passtime of mine, at this age, was to *keep throwing a large rubber ball out of my playpen so my sister would have to return it to me.* Of course I wasn't trying to be mean I was just teasing her. I also liked very much to play "peek-a-boo" with her. I covered my face, and just because I couldn't see her I did not expect her to see me. I soon caught on to this trick.

Dolls were now coming into my daily life Big ones, little ones or any sized ones. I loved them all. Trying to change their clothes, set their hair, and have tea parties for them was a pail full of joy and excitement.

I remember one incident very clearly when I was about four years old. At this time my mother was in the hospital and we had a sweet lady taking care of us. One of those kinds that sits and smokes cigarettes all day and forgets about the two little kiddies she is supposed to be taking care of. My sister and I contracted a very bad cold from some unknown virus. The woman gave us some terrible tasting pills, that I will never forget the taste as long as I live, and hurried us off to bed where we stayed until my mother returned from the hospital. At this time I was fortunate to have a birthday. She baked me a cake that was as dilecious as eating a hand full of stones. It takes all kinds of people to make a world.

I had a little boy friend who used to play with me day in and day out. One day we were making mud pies and were entered into a little disagreement. We had all sorts of contraptions for toys and equipment. One was a steel soup laddle. He picked it up and got so angry he swung and and struck by monse on the nose. I ran into the house with blood running from my nose. I thought he had broken it but it was just a swift blow. To this day the scar remains on my nose. What a

joyous event. Each little boy and girl were dressed their best and were accompanied by one or more parents. It seemed loads of fun but the school was so large and very strange. Many questions were aroused in my mind the first day I set foot into School. The first task we were given was to color, then later on we learned to read and write and finally were were working with numbers. My marks were swell. A straight A report card. I wish I had that now.

Now came seconed grade, third and fourth grade. This was my big year for I was going to make my First Holy Communion. Along with skinning my knee, tearing my snow pants and having a whooping cough tussel it really was a joyous event.

Pregressing fast. My fifth grade I entered another school. This meant I had to ride on the bus everyday. What a hidious thought. But I am still doing it today for the eight year. That meant getting up much earlier and a change in my whole schedule everyday.

Of course a person can't study all the time. So now that I was in fifth grade I could join Girl Scouts. This sounded like fun. It certaily was. I liked Girl Scouts very much because everyone was friendly and tried to help you. Everyone tried to earn badges. The first one I obtained was the cooking badge. Soupy cookies and burned scalloped potatoes came with the cooking badge. Incidentally we also had to eat the mush we cooked. There were a few other badges I was interested in. Mainly arts and crafts. But everyone tried hard to earn their first class badge which was the symbol for earning ten small badges.

Girl Scouts was not all fun, but we had quite a bit. Among some of the outside activities we had dances, where the girls asked the boys, and a box social.

My eight grade graduation was now approaching. Oh what a joyous event. That is all those whose diplomas were signed. I was one of the fortunate ones to have mine signed. I worked very hard though to receive my diploma.

Now it was time for me to choose the high school I would want to enter. Though I had made many friends in a closer town I chose this city school. Not because I was sick of riding one way but because this school had a much higher standard. This was not at all like entering first grade. I did not know many boys and girls who would be entering this school. Although I thought I could make new friends. I certainly have. I did not join many outside activities for I choose to study hard

this first year, but it really didn't get me any place. I did not choose any particular course because I decided to go into Beauty Cultural work.

My sophomore year I joined as many outside activities as possible but found it hard to keep up with my work. I liked all my teachers very much but decided that one made me nervous. She would always say "going on" only about twenty times a period. During the course of this year I burned three fingers. This handicapped me for about a month. I changed my mind about my life work this year. I decided to go to college and end up doing some type of work pertaining to home economics. This meant changing my course so I could have the right entrance subjects for school.

Also during this year, to complicate my work, I started taking lessons on the accordin. It is very enjoyable. I do not practice as much as I really should. I am very nervous and frightened when I appear before an audience. With my accordin I had to. By doing this I have become a little more confident in myself when I am appearing before an audience.

Now I am in my Junior year. I am a little shy and I have ended up in Mr. Smith's seconded hour English class.

Now that we have seen what Rena wrote at the end of her senior year and we have had a glimpse of events before that time, we may take a look at her during the high school years. Will this contradict or simply elaborate and verify the impressions we have made up to this time?

We may have guessed that Rena's greatest achievements would be in home economics, and a glance at her marks verifies that guess. The record on page 214 shows high ratings for effort, ranked on a three-point scale with 1 as excellent, 2 as average, and 3 as poor. Science seems to have been particularly difficult for her, and, since that field is important in training of dietitians, the choice of that occupation was questioned. Her performance in English, as observed in the autobiography presented above, may or may not, depending on the standards one sets, verify the impression of her potentialities as derived from tests in that field. She said that she had always had trouble with verbal exercises, vocabulary, reading tests, and English

SUBJECT	GRADES							
	9		10		11		12	
English	B <sup>1</sup>	B <sup>1</sup>	B <sup>2</sup>	C <sup>2</sup>	B <sup>2</sup>	A <sup>1</sup>	C <sup>1</sup>	C
<i>Spanish</i>					C <sup>1</sup>	C <sup>2</sup>		
Amer. History					C <sup>1</sup>	C <sup>1</sup>		
Civics	C <sup>1</sup>	C <sup>2</sup>						
<i>Amer. Problems</i>							C <sup>2</sup>	D
Algebra	B <sup>1</sup>	B <sup>1</sup>						
<i>Geometry</i>			B <sup>1</sup>	C <sup>1</sup>				
Biology			D <sup>2</sup>	D <sup>2</sup>				
<i>Chemistry</i>							C <sup>2</sup>	D
Physical Ed.	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
<i>Home Economics</i>	A <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	B <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>
<i>Art</i>	Credit							
<i>Library Assistant</i>			Credit					
<i>Typing</i>					C <sup>1</sup>			

assignments and that she avoided them unless they were required. She found little time for reading and indicated no preferences among books or magazines.

Rena seemed to realize that she had to work harder than most students, and her test performances shown on page 215 seemed to indicate that she had made a good appraisal of herself. When the tenth-grade test scores were interpreted to her, she showed unmistakable disappointment, but there was no obvious reaction when eleventh-grade test performances were discussed. She had always worked diligently on tests, but on highly speeded tests she seemed nervous and flustered.

Rena's only sister, one year her senior, had been forced by illness to remain out of school for a year and was now enrolled in the same classes. The sisters seemed to get along very well, and they shared experiences harmoniously.

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henman-Nelson Test of Mental Ability	61	60	
Reading Tests			
Progressive reading vocabulary		40	60
Progressive reading comprehension		70	30
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	5		
Space	25		
Reasoning	60		
Number	40		
Word fluency	67		
Differential Aptitude Tests			
Number		85	
Language usage		30	
Spelling		50	
Verbal reasoning		20	
Space			
Clerical			

All of Rena's family experiences seemed to be pleasant. Both parents were high school graduates concerned enough with their daughter's education to make early plans for the financing of post-high-school training. They were interested enough in school affairs to drive twelve miles from their suburban home to attend school functions and, when the girls could not reach school by bus, they were transported in the family car. As a result, Rena missed only four days during four years in high school. The parents took both girls to school dances or sports events and to visit the schools they planned to attend after high school graduation.

Rena's activities were simple and largely domestic in nature. In reporting on a week's activities she wrote this diary:

SUBJECT	GRADES							
	9		10		11		12	
English	B <sup>1</sup>	B <sup>1</sup>	B <sup>2</sup>	C <sup>2</sup>	B <sup>2</sup>	A <sup>1</sup>	C <sup>1</sup>	C
Spanish					C <sup>1</sup>	C <sup>2</sup>		
Amer. History					C <sup>1</sup>	C <sup>1</sup>		
Civics	C <sup>1</sup>	C <sup>2</sup>						
Amer. Problems							C <sup>2</sup>	D
Algebra	B <sup>1</sup>	B <sup>1</sup>						
Geometry			B <sup>1</sup>	C <sup>1</sup>				
Biology			D <sup>2</sup>	D <sup>2</sup>				
Chemistry							C <sup>2</sup>	D
Physical Ed.	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
Home Economics	A <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>	B <sup>1</sup>	A <sup>1</sup>	A <sup>1</sup>
Art	Credit							
Library Assistant			Credit					
Typing					C <sup>2</sup>			

assignments and that she avoided them unless they were required. She found little time for reading and indicated no preferences among books or magazines.

Rena seemed to realize that she had to work harder than most students, and her test performances shown on page 215 seemed to indicate that she had made a good appraisal of herself. When the tenth-grade test scores were interpreted to her, she showed unmistakable disappointment, but there was no obvious reaction when eleventh-grade test performances were discussed. She had always worked diligently on tests, but on highly speeded tests she seemed nervous and flustered.

Rena's only sister, one year her senior, had been forced by illness to remain out of school for a year and was now enrolled in the same classes. The sisters seemed to get along very well, and they shared experiences harmoniously.

At the same time that Rena wrote the above diary she listed in order the three things she liked to do best in her spare time as dancing, sewing, and playing an accordion. She went to dances or took part in athletics once a week and watched television, listened to the radio, read, and practiced her music lessons every day. She would have liked to add bowling, dancing lessons, and private music lessons to the list of school activities. She was a member of the girls' athletic and Future Homemakers of America clubs in school, and a worker in Catholic youth groups in the community. She had three close friends who, she said, would describe her as "easy to get along with."

Rena's choices of a vocation went through two stages. During her first two years in high school she wanted to become a beautician. Her enthusiasm for home economics caused her to turn to that field ("but not as a teacher") during the junior year. The choice of a college where she could get training in that field was governed by her parents' desire to have her attend a girls' sectarian school near home. She went with her parents to visit several colleges and finally decided on one for the reasons given above. The *D* grade she received in chemistry in the last semester of her senior year made her doubt that she could succeed in the chemistry courses of a college home-economics course and she spoke of giving up her plans and taking a job as a clerical worker.

It was easier to think of this plain, plump girl as a clerical worker and later as a housewife than as a college-trained dietitian, but there was reason to believe that her strong interest might carry her through and, when she was graduated 67th in a class of 353, it seemed that she was on her way to a successful career. Although there was never much sparkle about Rena, it seemed that her friendly, wholesome manner would enable her to get along satisfactorily if the demands on her were not too great.

Six months after graduation, Rena reported that she was a cashier in a grocery store near her home. When asked what she planned to do in her second year after high school, she replied that she did not know.

"The best laid schemes o' mice and men gang aft a-gley," as Rena's case clearly shows. It seemed that Rena's planning was thorough and her choice of post-high-school training good. It comes as a surprise to learn that she took the kind of position after high school that seemed to make the planning a useless activity and the guidance work completely ineffective. Before such conclusions are reached, however, it will be well to note, first, that this is only a six-month follow-up and that she may yet go on with her plans. Secondly, it is necessary to consider some of the factors that might have operated to produce the change in plans. Among them one might consider these: engagement to be married and the decision to take a job while waiting for marriage; changes in family finances that would make it impossible for them to pay for college expenses; illness that would prevent the carrying of a heavy college load but permit the taking of a light job; rejection of her application for college admission; and, finally, a complete change of interest. The reader may add others.

## Donnie

Everyone considered Donnie a "nice guy." Teachers generally agreed that he could have done much better work if he had limited his activities enough to get school work done, but they said it without malice. His father thought he was a fine son and wanted him to work as a partner in his trade. Donnie seemed to have developed a fine sense of composure and balance that would stand him well in troubled times, and only once in his high school career did he become disturbed. He was the stoic of the school.

Donnie lived in a very comfortable home one mile from town with his mother, his father, and a brother thirteen years his junior. The home situation must have been just right, because he always spoke

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
Henman-Nelson Test of Mental Ability	79	72	
Reading Tests			
_____reading vocabulary			
_____reading comprehension			
Cooperative speed of reading			
Primary Mental Abilities			
Verbal	60		
Space	65		
Reasoning	55		
Number	80		
Word fluency	18		
Differential Aptitude Tests			
Number		70	
Language usage		45	
Spelling		65	
Verbal reasoning		60	
Space			
Clerical			

high school teachers who felt that they knew him well enough to do so. A summary of their descriptions, shown on page 222, tabulates the subject areas in which the behavior was observed. Study of the summary reveals that, except in tenth-grade English, taught by the teacher whose comments above indicated that she thought that he was trying to get by without doing any work, Donnie was highly regarded by his teachers. Some of them may even have envied the calmness with which he met his problems.

As we indicated above, Donnie was disturbed only once in his high school career. The teacher of ninth-grade algebra, whose temperament was directly opposite to Donnie's, could not understand him, and when her violent manner disturbed him he developed a great dislike for her. Since she taught the geometry course, which he

SUBJECT	GRADES					
	9		10		11	12
English	C+	C	C-	C-	D	D+
Amer. History					C	C
Civics	B	C+				
World History			C	C-		
Social Problems						B C+
Algebra	C-	C-				
Biology			B+	B		
General Science	B	B				
Chemistry					B	B-
Physical Ed.	A	A	A	B	A	A A
Woodwork			C	B		
Art					C	C
Mechanical Drawing						B A
Machine Shop						B A

ordinarily would have taken after completing algebra, he refused to enroll in it. Even at the time when he thought that he might go to college or into an assignment in the armed forces where training in geometry seemed imperative, he would not consider it. Nothing would induce him to enroll in "that woman's" class again.

Donnie was an enthusiast for English only in the junior year, when the subject was taught by the assistant football coach. He considered history boring ("You get the same old story over again in every grade"), but he did most of the assignments. Biology, chemistry, and physics were challenging to him, and in those subjects he was a better-than-average student. When the senior-year machine-shop teacher gave him an opportunity to act as shop foreman and assigned projects related to his father's trade, Donnie took school more seriously than he had ever done before and was very proud of his marks.

Descriptions by Teachers of Subjects Indicated		Grade 10	Grade 11	Grade 12
RESPONSIBILITY	Does even more than he is required to do in assignments.			
	Does what he is told to do but no more.		Chemistry	Mech. Shop Lab. Prob.
	Needs some prodding unless especially interested.	Biology	English Am. History	
	Needs prodding even on small assignments.			
	Doesn't do his work even when he is prodded.	English		
INFLUENCE	Habitually controls the thoughts and activities of other students.			Mechan. Shop
	Doesn't control but does influence thoughts and activities of others.	Biology English	Chemistry English	Social Problems
	In certain groups he influences others.		American History	
	Is carried along by nearest or strongest influence.			
ADJUSTABILITY	Feels secure in group situations.	English	American History	Mechan. Shop
	Anxious about his standing in groups.	Biology	Chemistry English	Social Problems
	Other students seem indifferent to him.			
	Other students reject him.			
SOCIAL CONCERN	Shows balance in considering welfare of himself and others.	Biology	Chemistry English Am. History	Mechan. Shop
	Not interested in welfare of others unless what they do affects him.			Social Problems
	Talks about social welfare but does nothing about it.			
	Shows no concern for welfare of others.	English		

Athletics played a prominent part in Donnie's life. He was a regular on the B and later the A squads of the football and basketball teams until a knee injury limited athletic activity in his senior year. He did wear a brace that permitted limited participation in basketball until the end of his last season of eligibility.

Donnie said that he did very little reading, because "There are too many other things to do." Among those other things were "puttering around" in an uncle's woodshop, working on his motor scooter, working on part-time jobs to get enough money to buy a car of his own, and helping his father at the simpler processes of his trade. A good deal of time, too, was spent in just talking things over with the fellows. Except in athletics, Donnie did nothing hurriedly.

Although he had never been up in an airplane and had little information about aeronautics, Donnie thought that he would like to become an aviator. If, and only if, college training were required to enter that occupation, he said, he would be willing to go to college. If neither college nor aviation was possible, farming would be his next choice because he liked living in the country. After a knee injury had eliminated the possibility of his becoming an aviator, he could not decide between farming and working at his father's trade. When his dad offered to remain in the trade if his son would join him in it, Donnie decided to do so. This decision was reinforced by very satisfying experiences in the senior mechanical-drawing and machine-shop classes. The choice seemed to be a good one, but there was still the problem of serving in the armed forces.

One month before he was graduated, Donnie said that he planned to join the Navy before he was drafted, "because the chances of being drafted into the Navy aren't too good" and "the Navy may not be so hard on my trick knee." He hoped that he would be assigned to airplane mechanics, because he was still interested in aviation. When asked what, if anything, would change his mind about wanting to enlist, he replied, "If I should inherit a nice farm from my uncle, which could happen."

Despite the decision to work at his father's trade, Donnie said that he would like to be a farmer five years after he finished school. No doubt he was right when he said the war situation has "left me

very confused about my future, but I think I will have to serve my time and then hope everything turns out all right." He felt that the future for him was "uncertain."

Commenting about himself and his school experience in the last month of his senior year, Donnie was highly confident about his skill in mechanical work and in getting along with people. School had been a good experience for him, he said, but he wished that he had taken geometry because "it would help in the Navy." He had enjoyed the individual conferences about his problems and plans, and he wished that they had been available when he had been a freshman. "I think," he said, "the talks we have had with our instructors and counselors have made me think the world situation over and so I know what to expect and how to receive what is ahead of me."

Six months after graduation Donnie reported that he was working as a welder in a local factory. When asked what he would like to be doing in the second year out of high school, he said that he was undecided.

## Helen

I am not the quiet type of person. I like to have fun but I believe that there is a time and place for everything such as not giggling and enjoying yourself too much in public.

I am very quiet. I usually just sit and daydream.

I seldom get mad when I am angry but if someone really makes me mad I have a very bad temper. I am also very stubborn.

Helen described herself in the words above. Teachers and counselors added to her description by such comments as these:

"One gets the impression [of Helen] as a prim, sedate, bespectacled spinster."

"She seems much older than students in her grade. She is poised and somewhat reserved, but there is a certain dignity that distinguishes her from most."

"She seems to be a rather serious girl."

Helen was somewhat of an enigma. She was variable in her performances and moods. Some teachers said she was lethargic, but others had never observed this about her and questioned it when it was brought to their attention. Her friends, she said, would describe her as "funny" and at the same time as "older than her age." She could do good school work when she wished to, but she refused to do homework in some courses even when she knew that failure was

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	85	69	
<b>Reading Tests</b>			
<u>Progressive</u> reading vocabulary		40	
<u>Progressive</u> reading comprehension		32	
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	90		
Space	80		
Reasoning	95		
Number	92		
Word fluency	78		
<b>Differential Aptitude Tests</b>			
Number		10	
Language usage		35	
Spelling		65	
Verbal reasoning		20	
Space			
Clerical			

inevitable. Her test scores ranged from the 95th to the 10th percentile and, on tests with similar titles, her performances varied significantly from year to year. Her test performances are presented on page 225.

The record raises some questions about Helen. Why, for example, would a girl who could score as high as she did on three out of four tests which purport to measure mental ability and reasoning rank, at graduation, in the lower third of her class? Why did she fail in history, a course requiring much reading, when she could perform fairly well on a reading test and near the top of her class on a verbal (vocabulary) test? Why did she not elect any mathematics during her four years of high school? Perhaps the explanation would be found in her average ratings for effort (as indicated by the 2 next to most of her grades), but these also need interpretation. The explanation might

SUBJECT	GRADES			
	9	10	11	12
English	C <sup>2</sup> C <sup>2</sup>	C <sup>2</sup> C <sup>2</sup>	B <sup>2</sup> C <sup>2</sup>	
Amer. History			F F	C <sup>2</sup> D
Civics	D <sup>2</sup> D <sup>2</sup>			
Amer. Bookkeeping			F	C <sup>2</sup> C
Algebra				
Biology		D <sup>2</sup> C <sup>2</sup>		
Art		B <sup>2</sup> C <sup>2</sup>		C <sup>2</sup> C <sup>2</sup>
Physical Ed.	Credit	Credit	Credit-F	Credit
Junior Business	B <sup>2</sup> B <sup>1</sup>			
Bookkeeping		D <sup>2</sup> D <sup>2</sup>		
Typing			C <sup>2</sup> C <sup>2</sup>	C <sup>2</sup> B
Home Economics	C <sup>2</sup> D <sup>2</sup>			

be found in what are often called nonintellectual factors. Such factors as her usual behavior, attitudes, health, home conditions, and others that may be significant are indicated to some extent in Helen's report about herself, written when she was a junior.

### DESCRIBING MYSELF

I was born September 13, 1933, in this city. I live alone with my parents about 5 miles out of town. I have two brothers both married.

In describing my character I would begin by saying I am not the quiet type of person. I like to have fun. I believe that there is a time and place for everything such as not giggling and enjoying yourself too much in public. I would imagine that my teachers think of me a little different than my closest friends do.

I love to go to movies and go for rides on nice days. As for my indoor sports sketching is a favorite.

I enjoy going places with a "gang" or another couple. It is much more fun this way.

I think by knowing what your friends like and dislike helps you to get along with them. My present girl friends and I have been very close friends for over a year and none of us had had a serious argument.

I have very changeable moods Unless I am overtired or angry I am usually in a very humorous mood. I like to joke with my friends and have a lot of laughs. When I am sad or angry I am very quiet. I usually just sit and daydream. I seldom get mad when I am angry but if someone really makes me mad I have a very bad temper. I am also very stubborn.

I am very much like both of my brothers My oldest brother is very quiet and doesn't say much while my second oldest brother is very talkative and makes a conversation very funny. It is very easy for me to joke with people I know real well but with people I don't see often or do not know very well it is harder for me to keep a conversation.

I haven't joined many organizations this year because I have to take a school bus home. I am interested in dramatics. If I live in town by my senior year I would like to try out for a play. I do belong to Job's Daughters.

I enjoy school very much. I look forward to graduation day not be-

cause I will not have to go to school anymore but because I will have finished my schooling which many students do not do.

In the future I hope to attend an Art school. My high school education will give me four years of Art which is my major. I am also taking a business course. I feel that art is not an easy occupation in which to get started and I should have other experience also in which to fall back on. I have had seventh, eighth, and ninth grade Home Economics. I am going to take twelfth grade next year. I feel that this will also help me in my future because someday I hope to be a housewife. I have very high hopes that the subjects I am taking will help me to have a good future.

I realize that I will have to make my own future.

Helen indicated that she enjoyed school but that she would not be unhappy when it was ended. In her sophomore year she told interviewers that she disliked only her sophomore bookkeeping class. In her junior year she disliked only her course in history. She liked art in the sophomore year, typing in the junior year, and all her subjects in the senior year. She disliked American history intensely and said that she never did like it and that she would not do the homework. Since it was a required subject and since she had failed both semesters, she was required to repeat the course. In the repetition she said that the change of textbook and teacher made the subject easier and more interesting. She said that she liked typing and art because in those subjects she was "doing things." Art was elected in each of her four years. She collected paintings, did some sketching at home, and enjoyed handicrafts. She liked a girls' woodworking club during her senior year when, for the first time, it was held during regular school hours.

Although commuting problems limited participation in school organizations until her senior year, Helen kept busy in a young people's club affiliated with a fraternal organization. She read books about teen-agers and occupations, took automobile and airplane rides with friends, danced, hiked, swam, watched television, and listened to the radio. She listed her three favorite pastimes in order as "going riding with my girl friends, reading magazines and books, and listen-

ing to the radio." A week of activity was reported in the following manner.

*Saturday*

Morning—Helped with housework

Afternoon—Went to the city

Evening—Went to an amusement park

*Sunday*

Morning—Went to church

Afternoon—Went flying

Evening—Did school work

*Monday*

Noon hour—Home sick

(Same for two days)

*Wednesday*

Noon hour—Ate lunch downtown

After school—Went home on school bus

Evening—Did school work

*Thursday*

Same as Wednesday

*Friday*

Noon hour—Ate lunch downtown

After school—Went home on school bus

Evening—Went to a movie

It would have been difficult to convince Helen's teachers that she had done as much school work as the diary indicated. It is noticeable, too, that she did not mention at any time that she had a steady boy friend who shared many of her activities and who influenced her post-school plans.

Helen's interest in art had made her aware of possible careers in designing or illustrating, and she named these as career choices until she began to appreciate her personal limitations and the highly competitive nature of the work. When she had done so, she decided that

office work would be a more suitable choice. During her senior year, she said that she would like to work as a clerk-typist after a short period of training in a business school. When, during the Christmas vacation, however, she announced her engagement to be married, she also announced that she would forego the business school training to take a clerical job immediately after graduation from high school. She wanted to work during the remaining two years of her fiancé's service with the armed forces.

Six months after graduation Helen was working in a bank as a clerk-typist. She reported that she liked the work very much.

## Roundy

Six months after graduation from high school, Roundy wrote the following note to a member of the school staff who was conducting a follow-up study of his class.

I got your card tuesday morning. I sure was glad to hear from you. In fact I was looking for you to come around and see me. We have been busy this summer but now the work is slowing up. We were going to start picking corn to-day but it started to rain. Our corn is very good The seed man was here and he said we had the best corn around

My dad is about the same but the Doctor said he was getting better. You won't believe this I bet. But he takes 150 spoons of medicine a day. 28 an hour. Its medicine to build up his body. They say its a kill or cure.

I sure miss football this year. I been to every game home and away. My girl says I play football on the seats because I'm always moving back and forth. I guess I almost knock her off sometimes. Shes work-

ing at a bank. She likes it very good. Well I better go and clean up the corn crib. Just want to say a few words to you and hope to be seeing you soon.

PS. I'm always working and I guess the pro. football is out.

Yours truly

Roundy

Farming and football and father were the important factors in Roundy's post-high-school life as they had been while he was in high school. Examination of his record indicates that the rank of

SUBJECT	GRADES							
	9		10		11		12	
English	C-	C-	C+	C-	C	C		
Amer. History					C	C		
Civics	C	C						
Geography				C				
Amer. Problems							C	C+
Algebra	C+	C+						
Biology			B-	B-				
Natural Sciences	B	B-						
Chemistry					C+	B	C	
Physical Ed.	B+	B+	A	A	A	A	A	A
Business Practice			C-					
Woodwork							B	C
Agriculture			B	B-	C	B-	B	B

70 in a graduating class of 100 was due largely to his grades in agriculture and in physical education, taught by the football coach. Academic courses for Roundy were the fillings he was forced to accept

Descriptions by Teachers of Subjects Indicated		Grade 10	Grade 11	Grade 12
RESPONSIBILITY	Does even more than he is required to do in assignments.			
	Does what he is told to do but no more.		English Chemistry	
	Needs some prodding unless especially interested.	English Biology		
	Needs prodding even on small assignments.			American problems
	Doesn't do his work even when he is prodded.		History	
INFLUENCE	Habitually controls the thoughts and activities of other students.	Biology	English Chemistry History	American problems
	Doesn't control but does influence thoughts and activities of others.			
	In certain groups he influences others.			
	Is carried along by nearest or strongest influence.			
ADJUSTABILITY	Feels secure in group situations.	English Biology		American problems
	Anxious about his standing in groups.		English Chemistry History	
	Other students seem indifferent to him.			
	Other students reject him.			
SOCIAL CONCERN	Shows balance in considering welfare of himself and others.	English Biology	English History	American problems
	Not interested in welfare of others unless what they do affects him.			
	Talks about social welfare but does nothing about it.			
	Shows no concern for welfare of others.			

if he was to enjoy the two layers of icing—football and agriculture. "Those verbs and stuff get me. I don't understand them," he said when talking about English. He did not dislike courses in which definite and specific assignments were laid out as much as he disliked the subjects in which, as in woodwork, students were given more freedom in choice of activities.

No one was ever quite sure of what Roundy might have done in school if he had kept up a sustained effort. At times, particularly when his friends suggested that he should go on to college to become a football star, Roundy put forth great effort and seemed to be near the point of solid achievement, but the spurts were not sustained enough to achieve a high academic record.

Some indications of Roundy's behavior in classes may be observed from the descriptions made by those of his teachers who felt that they knew him well enough to report about him. They wrote the names of their subject fields beside the statements which they thought best fitted his behavior in their classes.\*

In general, Roundy's teachers did not describe him as a highly responsible student, although they did recognize that he had some feelings of anxiety about his standing in the groups, that he was concerned about others' welfare, and that he had some influence on his classmates. It seems likely that their description of anxiety was the result of his occasional shyness when he was called on in classes, and the descriptions in responsibility are probably correct because his heavy athletic and farm responsibilities left little time for school assignments. Roundy's influence, or leadership, qualities were reflected in his election by students as athletic-board representative in the junior year, as president of the letterman's club, as president of the Future Farmers of America, and as local FFA representative to a state meeting of that organization.

Before Roundy's achievements in school can be appraised, his test performances and home conditions must be examined. The record

\*Because Roundy was absent from school frequently in his senior year, teachers may have overlooked reporting on him or may have thought that they did not know him well enough to describe him

presented below indicates that Roundy had difficulty with most tests. The two on which he achieved better-than-average scores seemed, at the sophomore level, to indicate some potentialities. When, however, the numbers test of that year (simple addition) was followed by a more complex number test in the junior year, the score dropped to indicate less-than-average performance. The space score dropped to a very low level in the junior year, owing probably to the complexity of the test directions. In any case Roundy seemed genuinely disappointed with the results. He had wanted to go to college to play football so that after college he could play as a professional (and farm between seasons). The test scores, combined with his academic performances, suggested that these goals did not seem likely of attainment.

TESTS	PERCENTILE		
	GRADE 10	GRADE 11	GRADE 12
<b>Henmon-Nelson Test of Mental Ability</b>	18	31	
<b>Reading Tests</b>			
_____ reading vocabulary			
_____ reading comprehension			
Cooperative speed of reading			
<b>Primary Mental Abilities</b>			
Verbal	13		
Space	55		
Reasoning	30		
Number	90		
Word fluency	62		
<b>Differential Aptitude Tests</b>			
Number		35	
Language usage			
Spelling			
Mechanical reasoning		5	
Space		1	
Clerical			

Roundy expressed some of his feelings in the following statement, written for one of his teachers in answer to a request to write about what things he had done and liked to do.

The activities that I'm out for are football, basketball, kittenball, which is play for recreation.

I belong to many clubs these are all good organizations. They are S club, Hi-Y, FFA, Young people society, President of the alumni.

These organization I think has help me very much. Some of them that has help is FFA. I'm Pres. of it and was voted to go to the state convention. This convention represent every school and its to get together and talk things over. It was to represent your chapter, practice Bortherhood, and leadership. Young people it helps to hear the word of God and it keeps you with your freinds.

I think school is the best you can have I enjoy it very much I wish there was eight years of high school.

School was good to Roundy. Not many of his friends wished that "there was eight years of high school."

Some of Roundy's hopes for a college career had been temporarily lessened by the fact that his father became seriously ill and that, as the only boy in the family, it became increasingly necessary for him to do much of the work at home. The farm, five miles from the city, had been so well-managed that it was pictured at one time in a magazine of wide circulation as one of the finest in the Middle West. Roundy's father had attended college and was enthusiastic about education. He had encouraged Roundy to study agriculture at the state university and then return to take over the family farm. His mother, who had been a teacher, encouraged the same plan, and his four sisters, all high school graduates, supported it.

Although his parents said, "All he thinks about is football," they thought that plans for Roundy's education were well on the way to realization and they all regretted it very much when the father's permanent disability made it imperative that Roundy return to the farm immediately after high school graduation. During the spring of his senior year, it was necessary to keep him home frequently to do some of the urgent seasonal work.

Throughout all his trials, Roundy remained the congenial, well-balanced fellow he had always been. There seemed always to have been general agreement that he was a nice, clean-cut lad. Neatly dressed, clean, handsome, and a football hero, Roundy never lacked friends. Although he was bashful with girls and said he could not find words when talking with them, he did have some dates during his senior year. Other activities were carried on usually with a group of boys, who seemed pleased to be in his company. When they were making their plans for post-high-school training, Roundy talked longingly about the time when he might go to college, but he knew that his chances of doing so were negligible.

By the time of high school graduation, Roundy had accepted the situation. When asked why he had chosen farming as a career, he wrote, "I thought it would fit me best and I have a farming education. Mine dad thought it was a good business. Mine dad is a excellent farmer." He thought he would not be required to serve in the armed forces because of his father's illness unless the war situation got "real bad." Five years after completing high school, he thought, he would like to be farming and, five years after that, "be married and running the farm." He would like, he said, to be a member of "church clubs and men's clubs."

Six months after graduation Roundy wrote the letter that appears at the beginning of this report.

## Sandy

Sandy loved to talk to people. A chummy sort during conferences with teachers and counselors, he leaned over and talked about himself in a very confidential manner, as though he were letting his

SUBJECT	GRADES							
	9		10		11		12	
English	D <sup>2</sup>	D <sup>2</sup>	D <sup>3</sup>	D <sup>3</sup>	F	D <sup>2</sup>	C	D
Amer. History					D <sup>2</sup>	F	-	D
Civics	C <sup>2</sup>	D <sup>2</sup>						
Amer. Problems							D	D
Algebra	C <sup>2</sup>	C <sup>2</sup>						
Geometry			B <sup>2</sup>	D <sup>2</sup>				
Biology			C <sup>2</sup>	C <sup>2</sup>				
Chemistry					C <sup>2</sup>	D <sup>2</sup>		
Physics							C	B
Physical Ed.	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
Industrial Arts	C <sup>2</sup>	D <sup>2</sup>						
Mechanics Shop			C <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>	C <sup>2</sup>		
Home Economics							C	
Typing					No Credit			

who "does not work up to his ability." Looking at the test record alone, one would probably not have predicted that he would get failing grades in two subjects and be graduated near the bottom of his class, 307th in a graduating class of 353. Numbers attached to the grades in his school were used to indicate effort on a scale of 1 for excellent, 2 for average, and 3 for poor, and Sandy's record contains no 1 ratings. Perhaps, as he indicated in the autobiography that appears later in this report, he was "very happy to have this opportunity (to go to high school), though I don't always show it."

One explanation of why he did not show interest in his classes was given by Sandy. "I get put in the fast sections with the brighter students," he said, "and when I hear them talk, I shut up." This situation, the fact that he had difficulty in making oral reports, and his feelings that he had obtained an inferior background in rural schools

may explain why teachers said that he did not put forth more than average effort.

Chemistry really challenged Sandy. He liked it, he said, because, "There's lots of variety. You can try things out for yourself." He would have liked more of it, but requirements in other areas prevented election of advanced work. He liked geometry and biology but disliked English and history, because in these latter courses he was required to make oral reports and in both he thought that his background was poor. He had always liked to read, but writing had been very difficult for him. History, he said, was very uninteresting, and he did not do the assignments. During his senior year he made up eleventh-grade failures in English and history and he volunteered to recite in some of the classes. Fearful that failures in these subjects would prevent graduation with his class, he worked more diligently than he had at any other time in his school career. At the time he was graduated, he summed up his attitude toward high school by saying that it had been worth while and useful but unpleasant.

A glimpse of the background which Sandy thought was inferior to that of his fellow students in the city high school may be obtained from the following autobiography, written for his English teacher in the eleventh grade.

### MY AUTOBIOGRAPHY

I was born on January 15th, 1933 in a small town in the same house that my father and his mother were born. We lived on a farm that was in the family since 1893.

Shortly after I was born we moved to another small town where we lived for about four years. Here my younger sister was born. There isn't much I remember of those years. Most of the information I have is what my mother has told me. I was usually a good boy but when my parents had to go away and leave me with grandpa or some other relative I would howl from the time they left until they came home again. I was also very shy and would run quickly and hide under the sink when someone came.

I remember one time when we came home from the State Fair we

found our silo had been blown over by the wind. This provided us children with something different to play around. We would crawl through the chute from what had been the inside ladder to the top of the silo.

I distinctly remember how I set fire to the curtains. And how I broke my arm two times.

When I was four years old we moved back to the same house in which I was born. It is here on this farm that I have the best memories of my life.

One thing I'll never forget is how I though foam in the creek was snow and how I stepped on it expecting it to be hard and to my surprise fell in and nearly drowned.

The farm on which we lived had a beautiful landscape and many artists and photographers came and took or painted pictures of it. My younger sister and I always managed to have the photographers take a picture of us. Some of the artists even let us try our hand at sketching pictures. We had some very funny pictures taken. Such things went on for about two years until I started school.

I entered the first grade at the age of six. It wasn't long after school started that my pal and I started out to see the world instead of going to school. That was my first half day of skipping school but not my last. Boy that was fun until the big kids at school came and took me home.

The school was plenty old as my father and his mother had gone to school there. Even my mother had taught there for four years. But it wasn't too bad. Some of the teachers were better than others though.

I started taking music lessons at the age of ten. Every Saturday the music teacher came to give us lessons. I took lessons for about four years. I liked music but I resented having to be there every Saturday.

Weekdays I had to go to school, Sundays to Sunday school at the Methodist Church, and music on Saturday. It seemed I never had any time of my own.

When I was twelve years old I took over a newspaper route. I had to go seven miles on the bicycle, summer and winter, rain or shine. You get to know many people when you deliver papers. Sometime when the weather was bad and I was a little late, one or two people would leave a note in the box on how they expected to get on time. Others again would pick me up and put the bike on their car and take

me home, insisting it was too cold for me to be out. My father was *working over time during the war and he got home too late to take me around.*

About this time I joined Scout Troop 45. I became a First Class Scout. I enjoyed being with this troop so much that I never felt a home in our town Troop.

When I was in the 7th grade I was confirmed and became a member of the Methodist Church. During my eighth year in school I was a pretty big wheel and got away with murder. How times have changed.

It wasn't long after I graduated that we moved to our present home.

For about three summers I worked on a bailer tying wires. But now I work in a grocery store in the village. Again my time is so taken up, I'm never able to do all the things I'd like to.

Every morning we catch the School Bus at the corner, which takes us to High School. I am very happy to have this opportunity though I don't always show it.

Nothing exciting has happened since I was sixteen except getting my drivers license, learning to dance and of course my girl.

For some time Sandy's interests and career choices seemed to coincide. He attended church regularly, and his mother, who had strong religious feelings, thought that he should become a minister of the gospel. This brought about some conflict, because Sandy was a baseball enthusiast who wanted to become a professional athlete. His father, a part-time blacksmith and farmer, doubted that Sandy could succeed in professional baseball because he was too short and slight and urged him to stay on the farm. An elder brother also suggested that he and Sandy take over the farm as partners. To complicate matters still further, Sandy had part time jobs in a grocery, where he liked the meat-cutting part of that business so well that he considered it as a career until he got a summer job as an assistant to a carpenter. Then carpentry appeared to be the best occupation he could choose. When he was graduated from high school, he said he would become a carpenter because, "*I did it last summer. I found I liked it and it pays well.*" He listed no second choice, and it appeared as though he had rejected baseball, the ministry, and butchering as careers.

Sandy would have liked to participate in many school activities, but he commuted ten miles by a bus that left immediately after school. His leisure time was spent in sports, particularly baseball, loafing around the ice cream parlor in the village, reading sport and adventure stories, playing the piano "once in awhile," and tinkering with automobile engines. He regretted very much that the high school had not offered courses in electricity and auto mechanics because he was interested in those fields.

One month before graduation Sandy appraised himself in comparison with other members of the senior class in this manner.

*Top Quarter*

Confidence that I have chosen the right career  
Confidence that I will succeed in my chosen work  
Getting along with people  
Getting along in new situations  
Intelligence test scores

*Third Highest Quarter*

Readiness for life after high school  
Knowing my own strengths  
Achievement in arithmetic and mathematics

*Second Lowest Quarter*

Reading achievement

*Lowest Quarter*

Rank in this senior class  
Knowing my own weaknesses

When Sandy was graduated, he had already accepted a job as a carpenter's helper, with pay of \$52 a week, for nailing, sawing, and painting. Five years after leaving high school he hoped to "run a construction company of my own." He would like to have his own business with its attendant risks, he said, because, "If you go bankrupt, you can still get a job. If you get rich, you're on top of the world." He felt that the future for him looked promising because carpentry work was in demand and the pay was good. He thought that entry into the armed forces was imminent but said that it would make him physically better able to do hard work.

Six months after graduation, Sandy reported that he was working as an insulator of steam pipes and doing other insulating jobs. He said that it was not what he wanted to do but that he was satisfied. If he were to change jobs, he said, he would move into one of the mechanical trades.

## Discussion Questions

1. *Joan* showed that she could perform at a very high level on speeded tests. How do such special skills develop? Could the special skills have been utilized in helping her to overcome her timidity? How?

2. Would all the students described in this chapter have profited from the substitution of a course on understanding oneself and others for one of their regular school courses?

3. Who is responsible for instruction of students in personal grooming when the home is unwilling or unable to provide it? *Joan*, *Mike*, and *Helen* needed help particularly in this respect. Could the instruction best be given to each student individually or in units of specific courses?

4. Considerable variability in performance from year to year on tests bearing similar titles may be observed in many of the case reports. What possible explanations of this variability may be offered?

5. What can the personnel of large high schools do to help students from small rural schools to make adjustments to large classes, to the change from a one-teacher school to meeting several teachers each day, and to situations in which it is difficult for the new pupil to become acquainted with fellow students?

6. *Mike's* mother attributed the change in his post-high-school performances to the fact that a counselor had told him that he had ability to go on to the university. Would you approve of the counselor's recommendation? If *Mike* is unsuccessful, who is responsible?

7. Considering *Mike's* performance in English, do you think he should have been graduated from high school? Is he likely to succeed at the university, where many papers are required?

8. Those who did not know *Mike's* background described him as lazy and careless. Those who did know about his home and his working conditions gave him credit for persevering in school despite the handicaps. How can schools ensure that teachers will know enough about students' home situations so that they can realize the factors that are operating to influence behavior in school?

9. It seems reasonable to assume that if *Elsie* had been well informed about the nature of nervous disturbances she would have not been ashamed of the situation in her home. Is this information important enough to be incorporated into every high-school curriculum or should such instruction be limited to those students who have personal problems in that area?

10. Some boys are strongly interested in agriculture, and their best opportunities seem to lie in that area. What curriculum is most likely to meet their needs? Do the courses of study that *Caspar* and *Roundy* were offered seem to be satisfactory?

11. *Donnie's* home situation was such that he knew he would always be welcomed at home no matter how badly he did in school or work. This situation seemed to make him take school and work rather lightly. Pressure or punishment will not make a student like this work diligently in school. Will anything do it?

12. *Helen* and *Sandy* were the kinds of students who are commonly described as "not working up to capacity." Are the test scores evidence of capacity or are they simply data about a specific performance at a specific time? Is capacity a student's best or his average performance? Is it possible to work beyond one's capacity? What factors can operate to produce differences between capacity as measured by tests and performances indicated by grades?

13. Part of *Sandy's* difficulty seemed to be that he was placed in classes of students who made high scores on tests, simply because he also scored high. Yet when he was in those classes he felt inferior. Does *Sandy's* experience suggest that ability grouping is not an effective procedure? Does it suggest that if it is to be done the personality of the student must be considered in addition to his test scores?

14. Many of the students in these case reports have indicated that they had observed their elders working too hard and suffering the effects of their labors. They indicated that they did not want to suffer the same fate and that they had decided to take things easier. Does this suggest that modern youth are going soft or does it mean that they use better judgment in their planning?

15. If a study of an average class of twenty-seven students in attendance at public high schools twenty-five years ago had been made and their case records had been compared with the ones which you have read in this book, do you think that the youth of today would suffer by comparison? In what respects? What evidence could you muster for and against the issue?

CHAPTER

7

Now that the cases have been examined and the extent of variability in characteristics has been noted, it may be well to consider some principles of adolescent development and see how well such generalizations apply to specific individuals. Examples of this procedure are presented in the first part of this chapter. After these have been examined, the reader may select other generalizations and go back to the case materials to find suitable illustrations of them.

## Peer-group Adjustments

It has been found that individuals may vary in status with peer groups from that of extreme popularity to that of complete social isolation. In order to observe the degree to which such variability of status may occur within a single class group, we may turn to the cases of extreme popularity, *Martha* and *Donnie*; then to a special group, in which status had been achieved by special accomplishments, as in the cases of *Teddy* or *Clark*; and finally to the extremes of social isolation in the cases of *Rosie* and *Elsie*.

Not enough data are available concerning the early social learning experiences of these students, but it seems clear that, in some cases, factors at home inhibited the development of social poise. It seems, too, that the schools have either neglected the problems of some of these youth or have, by their practices, continued situations that provided inadequate opportunities for social learning.

*Martha*, *Nora*, and *Donnie* came from homes in which social learning was fostered by precept and example. As one reads *Martha's* autobiography and *Donnie's* home description, it becomes obvious

that opportunities were provided for learning social adjustability at home and that school activities provided further encouragement for its development. *Teddy's* home provided little inducement to achievement of social status, but success in athletics presented an avenue that he utilized. *Clark's* home situation, partly because it provided an opportunity to develop prestige by unorthodox behavior, enabled him to establish status within a small group of students. Neither *Rosie* nor *Elsie* received stimulation to achieve social status at home, the school did nothing to encourage them, and the work for pay that they were required to do did not permit adequate opportunities for establishing social status outside of school or home.

If one reads all the cases in this volume, one cannot fail to be impressed by the fact that teachers and parents tend to overlook opportunities for providing experiences that would enable students to develop status in their groups. Low socioeconomic standing of parents often requires that a student earn money after school and thus limits his opportunities for participation in extracurricular activities of the school unless he is unusually persistent in seeking them. Teachers, partly because of pressure on them to produce results in academic work, tend to be concerned primarily with work of the classes and to slight the extracurricular activities. In such cases as *Rosie's*, we may see these factors in operation. Coming from the lowest socioeconomic level, where she had not learned even the elementary facts about personal grooming and desirable social behavior, she was rejected by her classmates. Knowing this, and feeling inferior about it, she avoided the limited opportunities for social learning that classroom situations provided. The requirement that she earn her own living limited participation in extracurricular activities, in which socially acceptable behavior might have been learned. When she was graduated, she said that she still had feelings of inferiority, thought that she had little chance for matrimony, disliked school, and was generally apathetic about social situations.

Most teachers soon become aware of wide variability in social skills and peer adjustments among the students in their classes. They can, of course, ignore them and continue to place major emphasis on

classes. *Brad* thought that school was an "educational clambake" where he hoped teachers would approach him with "something a little less deadly than a double bit axe." *Clark* thought that teachers were people who flunked students and fussed about such unimportant things as marks. *Brent* believed that teachers were hired "to push kids around," and *Larry* loved to annoy teachers almost, but not quite up to, the point where he was likely to get into difficulties. *Teddy*, in his senior year, was just "sweating it out," counting the days, and finally the hours, until school would be finished for him. The sarcasm used by one teacher made *Donnie* decide that he would not enroll in another mathematics course, even if it prevented him from reaching his vocational goal.

At some time during these students' previous school experiences they had developed these attitudes. At times they appeared to be competent evaluators of the school and its staff; at other times their evaluations seemed to have no relation to actual conditions and personalities. Valid or not, the appraisals were real in the minds of the students and they did affect teacher-student relationships. Some of their attitudes may have been transferred from experiences with other adults, including their parents, as in the cases of *Nancy* and *Martha*, but many of them seemed to have developed as the result of experiences with teachers. In the latter situation it seems likely that previous instructors may have implied to them that students were persons of little merit, that teachers did not have respect for each student's individuality, that they scorned those who came from the lower socioeconomic levels, that they were concerned with academic accomplishments to the exclusion of others, and that the students were expected to do what they were told regardless of their own needs, interests, desires, and goals.

It is impossible, of course, to prescribe methods that will improve teacher-student relationships in all cases. The most effective procedures are those based on sound diagnosis of each case. Treatment for *Brent* that was specifically designed to overcome his feelings of inferiority resulted in improved behavior in classes and assemblies and in greatly improved academic performances. When *Jim's* visual

difficulties were pointed out to teachers, and when he finally realized that they knew that he was handicapped rather than careless, his attitude toward school and teachers changed significantly. When Leslie found someone who would listen to her ideas, "without being half interested in me or laughing at my ideas, but generally interested in my future," she took a new interest in school and tried harder to please her teachers. *Rosie* responded to help with her study habits and *Clark's* behavior became tolerable when he became convinced that graduation from high school was desirable. *Diana* tried harder in school when new vocational possibilities were pointed out to her. *Mike* performed at a much higher level than previously when he was informed about his test scores, and *Donnie*, when he was made foreman of the school shop and was assigned projects related to his father's occupation, took school work more seriously than he had done before.

These are examples of the kinds of things that teachers can do to improve teacher-student relationships. They are the *special* things that teachers must do in addition to what is called use of good teaching techniques if they are to develop effective working relationships with students. Teachers will realize that they must make keen diagnoses of the hazards that students face in developing good relationships with other persons (particularly with adults), but the whole procedure of diagnosis and treatment is likely to be most effective when teachers ultimately realize that the development of good teacher-student relationships depends largely upon the teacher. It is a two-party problem, but the initiative for action is the responsibility of the teacher.

## Home Backgrounds

Descriptions of the home backgrounds of the cases in this book may seem insufficient and incomplete, but they contain as much information as busy high school teachers are likely to obtain except in very unusual cases. A count of hours available for home visits and

of students in the class, and consideration of some of the difficulties of making and meeting arrangements for parent conferences, should convince a teacher that learning in detail about the home backgrounds of all her students is impossible. Nor can the teacher get adequate information about the home from pupils' responses to a questionnaire. Such an instrument may produce some facts about the material possessions of the home (and even these must be checked) but it cannot reveal attitudes of the parents that may be more important than any description of the physical plant, its contents, and the number of its residents.

The reader may wish to contrast, as an introduction to the subject, the home backgrounds of *Martha*, *Jim*, *Nora*, or *Donnie* with those of *Hal*, *Mike*, *Sonia* and *Brent*, as they have been revealed in personal documents, records of activities, and interviews. Then he may want to consider differences between homes of similar socioeconomic levels, as in the cases of *Leslie* and *Clark* or between contrasting levels, as in the cases of *Rosie* and *Lena*. Again, he may note the effect of changes in home situations brought about by health factors, as in the case of *Roundy*; by a death, in *Nancy's* family; and by the physical environment, as in *Diana's* case.

In considering students' home backgrounds, teachers should not reason in terms of simple cause and effect but rather in terms of the hazards in the home which the youth may or may not be able to overcome and in terms of opportunities which may be grasped or missed. And one must realize that an environmental opportunity for one student may constitute a hazard for another. To *Jim*, the receiving of a new automobile as a Christmas present might have presented an opportunity to advance himself, but to *Clark* it was a stimulus to delinquency.

It will be observed, in the reading of the cases, that parents differed greatly in their attitudes toward education, and that the responses of the students to those attitudes varied significantly. *Leslie's* parents were so insistent upon school attendance that she grew indifferent to it. *Nancy* rebelled at the same kind of pressure, but *Roundy* remained to be graduated when there seemed good reason for him to

leave. *Rosie's* parents held education in such little value that they would not provide even minimum financial support for completion of high school. *Brent's* parents scoffed at education. *Clark's* parents excused his absences from school when there was no good reason for them, and he took advantage of the situation to present a serious attendance problem. *Jim's* parents were enthusiastic about education, and their zeal was transferred readily to their son.

Attitudes of parents toward methods of discipline and control of high school youth may be observed in some of the reports. *Hal*, when he showed disapproval of his peers' lack of respect for authority, reflected a home atmosphere of harsh discipline. He felt that the German parents' system of demanding strict obedience from their children was needed here. *Brent* was free to come and go when he chose and sometimes did not see his parents for several days at a time. *Nora* found it very practical to do as she was told and said that she would consider it a great wrong to disobey her parents. *Nancy* fought parental authority in her strong desire for independence after a long period of dependency. *Rena* had no difficulty in getting along in a home in which the parents showed a nice balance between compulsion and freedom in dealing with the girls. *Sonia* quarreled with, and later rejected, her parents when she did not get her own way at home. *Martha's* parents had set up such tolerable conditions that the few enforced regulations were accepted completely.

The variability in the stimulation, financial assistance, enforcement of discipline, and attitudes toward school that have been demonstrated is probably typical of what a teacher can expect to find in the homes of students. As teachers become aware of the family backgrounds from which their students come, they cannot avoid realizing that strikingly different patterns of behavior are exhibited by students who come from homes that seem much alike, and they will not be so naïve as to expect that a single home visit will change family patterns of action and thinking that have existed for years. When, however, it appears that the home is presenting a serious obstacle to the attainment of a student's adjustability and is limiting his performances at school, teachers have the choice of trying to change

the circumstances or of teaching the student to make compensations for it. It will be seen, for example, that work with *Brent* and *Clark* resulted in improved performances in school despite home situations in which there was little stimulation toward achievement. Sympathetic listening to *Leslie's* recital of her difficulties enabled her to see her problems more clearly and to make a satisfactory solution to them. There is enough evidence to indicate that teachers need not, as they often do when they learn of a student's difficulties at home, throw up their hands in resignation and say, "There's nothing you can do when they come from homes like that." Nor, it is hoped, will they neglect to compliment parents who are providing encouragement and assistance to their children. It is likely that better home and school relationships will develop in high schools when we overcome the American tradition that a student does not bring his parents to school unless he is in trouble.\*

## Frustration-Aggression

Let us consider the general principle that in adolescence the causes of frustration are primarily social. When the adolescent feels annoyed, he develops strong tensions and responds by withdrawing from the situation, talking back to adults, refusing to speak, crying, exerting physical force, and, in some cases, even violent attack. We see these forms of behavior illustrated in the case of *Brent*, who showed resentment at being the shortest boy in the class by earning the reputation of being the worst-behaved boy in school assemblies, and in the case of *Nancy*, who often sulked and feigned boredom in a very noticeable manner. We may see them again in the cases of *Brad*, the stuttering, confused lad who took the opportunity provided by a written assignment to be sarcastic to his teachers; in the case of *Leslie*, who stayed away from school for an average of 24 days

\* In a film, "Learning to Understand Children," Parts I and II (McGraw-Hill) students may see how one teacher worked effectively with a pupil who came from an unsatisfactory home.

each school year; in the case of *Ben*, who withdrew from school completely when frustrated in his desire to hear a concert; and in the case of *Sonia*, who was skillful at avoiding class or school requirements and who refused for a week to attend one of her classes because she did not like the teacher. These are illustrations of behavior that is likely to occur when socially caused annoyance and embarrassment develop strong tensions in adolescents. The reader may find additional illustrations of the same phenomena in some of the other cases. When he does so, he may wish to consider the effectiveness of the procedures utilized to assuage the individuals and to assist them in the elimination of undesirable behavior. Was it good procedure to help *Brent* to realize that he could compensate for his short stature by high academic achievement rather than by assuming the role of the worst-behaved boy in assemblies? Is this the kind of procedure that a teacher would use? And what should have been done for *Nancy*, *Leslie*, *Ben*, or *Sonia*?

## Interests

In their attempts to satisfy needs, students develop patterns of behavior which, if they become habitual, are usually designated as interest. Educational literature contains many references to interests in various contexts. It is suggested, for example, that students' interests often influence their choice of careers, their selections among electives, topics for study within specific courses, the nature of cocurricular offerings, the use of play materials, and the selection of leisure activities. Extensive studies of interests of students at all levels of development have been carried out, and many instruments for measuring interests have been devised.\* It has often been suggested that these measured interests of students should determine the very

nature of the offerings of the school and the community's services to youth.

In all the theories about the nature of interests and the measurement processes derived from such theories, there is great danger of overgeneralization about the presence of common patterns of interest among various groups of persons and of developing too much faith in the permanence of these patterns. Interests are learned modes of behavior, and they can be unlearned. Interests may change as needs are altered and as environmental situations are modified. The interest patterns of certain groups are products of the common experiences that society provides and encourages. Little girls play with dolls partly to imitate their mothers, but partly, also, in response to the stimulation to do it that we present because we expect that they will be mothers some day. If parents and teachers agreed that little boys should be encouraged to play with dolls because they would some day be fathers (and perhaps if fathers spent more time in the care of children) it seems likely that a common current difference in the patterns of play of boys and girls would be diminished or eliminated. If, then, a teacher considers interests as developed and developing patterns subject to influence by specific environmental stimulations she will be more likely to put them in their proper place in working and planning with her pupils.

There are, of course, some general interest patterns. It will be observed, for example, that (a) the girls had a common and continuing interest in developing satisfactory relationships with the opposite sex, (b) the boys had a common and continuing interest in occupations, (c) the boys, and to some extent the girls, had a common and continuing interest in the effects of the war situation on their plans, (d) the boys and girls were generally interested in achieving independence from adults, (e) interest in physique and health was common and continuing, and (f) values of life were commonly a matter of concern. These common patterns do exist and are worth noting, but it is in the observation of the differences of their depth and stability and in the timing of their changes of emphasis and influence on the behavior of specific individuals that the worker with individual students will find clues for effective work with each.

In the cases presented in this volume, this similarity and variability of interests may be observed. *Brad* is the example of the single-interest boy who concentrates on one major activity over the whole high school period. There are enough of these strong single-interest-pattern cases to produce correlation coefficients between interest test scores and career choices sufficiently high to suggest that tested interests may be useful in the guidance of students.\* Unfortunately many persons have not recognized that the coefficients are produced by relatively few unusual persons in high school populations (such as *Brad*) and that interest tests may not be useful for the study of subjects who do not fall into the special categories.

*Brent* was the kind of student whose interests changed rapidly and in widely varying directions. *Caspar's* whole set of interests was agricultural in context and nature, but *Roundy's* agricultural interests were modified by his athletic experiences. When *Teddy* received a present of a set of drafting instruments, his interest in mechanical drawing seemed to be high, but it disappeared when he found that he had to sit still for long periods if he were to use them. *Rosie's* strong interest in writing "about slum girls struggling to success" might not have disappeared had an alert teacher recognized that interest and encouraged her in it. *Ben's* strong interest in vocal music and his lack of enthusiasm for his academic work brought a clash that resulted in his leaving school before graduation. *Rena's* strong interest in homemaking can be observed in her reports on activities, her autobiography, and her school marks. *Jim's* list of interests was so long that he seemed never to settle on any one long enough to develop it.

There is little evidence that all the members of this representative class held any one interest in common. To any general statements to the effect that certain interests are common to adolescent groups, exceptions may be found even within this one small class. If the interests of the girls and boys are listed separately, an overlap between the lists will be found. City and rural students display more varia-

bility than consistency in their interest patterns. Some successful and unsuccessful students held certain interests in common, as did those who had widely differing occupational plans.

Readers who have examined interest patterns in the case records given above may want to attempt to discover the interests of the students in their own classes. With their own students they will find it more rewarding to obtain the information about interests by the methods used in these cases (observation of activities, examination of personal documents, and interviews) than by requiring students to react to long lists of supposedly common interests. By doing so they are less likely to be misled into overgeneralization about common interests and they are more likely to get personalized information about students that will be helpful in their guidance.

## Vocational Choices

It is often said that adolescents need realistic vocational guidance because many of their choices are fantastic, because many are based on ignorance of job opportunities and their own capabilities, and because students lack information about the demands of occupational training. It is frequently suggested that guidance will assist adolescents to become more realistic and conventional, and it is usually added that this guidance can come best if the students study potential occupations by analysis of themselves and by work experience under the supervision of teacher-counselors who check closely with parents. It is proposed that selection of a career requires planning over a long period of time to avoid the bad choices made on the bases of prestige, glamor, inadequate information, and whim.

All these statements are probably true in general. Teachers, however, find it necessary to work with specific students who want to ask personal questions about themselves and their opportunities. They will be required to help students to find the answers to those questions and to get students to ask questions that they would not, themselves, have thought to ask. It is not likely that teachers will be able

to do all these tasks in addition to their many other duties, but it will be expected that *they cooperate with counselors in the process.*

In classes composed of 26 students like those whose case studies are reported in this volume, one is likely to find changes in vocational choices similar to the ones indicated in the table on pages 262 and 263. These are end-of-year choices for each grade, and they do not include the fluctuations that may occur from time to time during the year. The choices listed in the table were obtained in interviews, so that checks could be made on the students' genuine interest in the occupations they had named.

It is unrealistic to expect that a teacher of a high school class would be conversant with all the training requirements, advantages, disadvantages, and opportunities of all the occupations chosen by her students, but she cannot afford to overlook the influence of occupational choices on a student's behavior. At times the subject matter of a course will be directly related to choices, as in the case of *Teddy* in his drafting class, *Caspar* in his course in agriculture, *Nancy* in her chemistry, and *Elsie*, *Nora*, *Sonia*, and *Joan* in their commercial classes. At other times students will see little relationship between their goals and what is being taught, as in the case of *Brad* in his English classes (*"Who cares about the mighty Englishmen?"*), *Rosie* and *Nancy* in history, and *Clark* in all courses but his tenth-grade art. The teacher's task will be one of convincing students that what they are doing in classes can contribute to achievement of their goals. By exercise of considerable ingenuity in selection of activities, reading assignments, oral reports, projects, and visits, it will be possible to do so. When *Brent* began to see the relationship between school activities and post-high-school plans, his class work improved significantly. Had *Clark*, *Brad*, *Leslie*, and *Sonia* seen similar relationship, it seems likely that their high school experience would have been much more satisfying and productive.

The complete responsibility of helping students to choose wisely among many possible post high-school activities cannot be delegated to any one teacher. Parents, peers, counselors, part time employers, and others will influence the process of making choices, and if there

**Vocational Choices and Post-high-school Activities of  
Students in a Typical High School Class**

STUDENTS	GRADES		POST-HIGH-SCHOOL ACTIVITY
	10	12	
Elsie	Secretary	Airline stewardess	Office worker
Nora	Bookkeeper	Stenographer	Bookkeeper
Sonia	Stenographer	Stenographer	Office worker
Joan	Office worker	Office worker	Office worker
Caspar	Farmer	Farmer	Farmer
Roundy	Farmer	Professional football player	Farmer
Clark	Truck driver	Truck driver	Truck driver
Hal	Farmer	Farmer	Part-time farmer and factory worker
Teddy	Draftsman	Draftsman	Farmer
Brent	Draftsman	Priest	Armed forces
Martha	Floral designer	Floral designer	Office worker
Rosie	Dress designer	Writer	Waitress
Rena	Beautician	Dietitian	Cashier

Larry	Professional baseball player	Auto mechanic	Machinist	Part-time farmer and factory worker
Sandy	Professional baseball player	Farmer	Carpenter	Construction insulator
Leslie	Radio singer	Recreation director	Elementary-school teacher	Attending laboratory technicians' school
Vera	Music teacher	Music teacher	Elementary-school teacher	Office worker
Helen	Commercial artist	Stenographer	Stenographer	Office worker
Nancy	Laboratory technician	Laboratory technician	Laboratory technician	Laboratory assistant
Jane	Social worker	Teacher	Teacher	Manager, shopping news weekly
Mike	Air Corps	Air Corps	Factory worker	Attending university
Donnie	Aviator	Aviator	Sheet-metal worker	Welder in factory
Brad	Radio engineer	Radio engineer	Telephone-company worker	Electrical repair worker
Lena	Veterinarian	Agricultural journalist	Home-economics demonstrator	University training in home economics
Diana	Housework	Governess	Practical nurse	In training for practical nursing
Jim	Forester	Forester	Salesman	Attending college

is no counselor to whom the student can go for help it is likely that he will be confused by the counseling of these persons and of each of his teachers separately. Unaware of many educational or occupational demands, and perhaps insufficiently informed of students' potentialities in areas other than their own, teachers may actually do more harm than good in attempting isolated vocational and educational counseling. If teachers can supplement and complement the activities of others, can recognize when they are beyond their depth in knowledge of post-high-school opportunities and in recognition of psychological difficulties of youth, they may serve in their classes, and in extraclass contacts with students, as valuable members of a guidance team.

### **Use of Case Method**

In the preceding sections of this chapter, an attempt has been made to demonstrate that certain principles of adolescent development apply generally to the members of a typical high school class and that significant variations from those generalizations may be found when one looks at the individuals within the group. It is proposed that the reader now undertake similar and perhaps extended analyses of common generalizations by similar procedures and by additional methods presented below. He may want to look for general principles about the development of youth and for significant variations from them that appear under such heads as these:

- Adolescent Growth in Mental Abilities
- Cultural Influences on Adolescent Adjustment
- Health and Physical Development
- Sex Differences in Adolescent Development
- Personal Characteristics of Achievers and Nonachievers in School
- The Nature and Sources of Adolescent Attitudes
- Adolescent Ideology
- The Needs of Adolescents

3. A reader may be asked to present his analysis of a case to the group for general comment upon his analysis. Readers may be interested in comparing the case with their own younger brothers and sisters or with students they encounter in practice-teaching classes.

4. Films illustrating problems similar to those presented in the case reports may be examined at the time that the cases are studied. In the following tabulation the title of a film that is appropriate to a specific type of case is presented.

*Ben*—"The Drop Out" (National Film Board of Canada)

*Rosie*—"Learning to Understand Children" (McGraw-Hill),  
Parts I and II

*Hal*—"You and Your Parents" (Coronet Films)

*Brad*—"Feelings of Hostility" (International Film Bureau)

*Casper*—"Shy Guy" (Coronet Films)

*Whole Group*—"Act Your Age" (Coronet Films); "Individual Differences" (McGraw-Hill)

5. Members of a group who have studied one of the cases assume roles of teachers in various subject fields the student in the case has studied, principals or counselors in the schools attended, parents of the student, citizens of the community, or members of the school board. Panel discussions of the case are conducted by readers who play the roles, and recommendation are made for changing the school to provide more effectively for pupils.

6. A subgroup of a class takes the data about a student for one year and another subgroup takes them for a two-year period. Both groups attempt to predict the student's performances and adjustability during the senior year and predict the post-high-school occupational or training activity that he will enter. Comparisons of predicted and actual behavior are then made, and reasons for successful and unsuccessful predictions are considered. This method illustrates well the principle that prediction of adolescent development is a hazardous procedure.

7. Subgroups or individual members of a class may examine separate samples of the data about one of the cases. One of them may examine only the test scores, another only the academic record, another only the personal documents, and still others only the behavior descriptions or interview data. The examiners report their impression of the case derived from each of the separate sources of data, and the separate impressions are then pooled. This procedure brings out very

effectively the inadequacy of certain techniques in the study of individuals and emphasizes the need for utilization of several methods in obtaining a dependable picture of an individual.

8. Students examine literature on adolescent development and present generalizations about the characteristics of certain age groups. The cases are then examined to discover individual variations from the usual characteristics.

9. Using the data presented in the twenty-seven case reports, students may draw sociograms of the class. The inadequacy of the data in the cases for this purpose will be observed, and the need for procedures for collecting adequate sociometric information will be recognized.

10. Readers may test themselves on some of the tests that have been administered to the subjects of the case studies. Analysis of their own performances and reading of the claims of authors of the test manuals may help students to place scores on objective tests in proper perspective in the study of individuals.

11. Before students have analyzed any of the autobiographies in the case reports, they may write their own. Study of those they have written may help them to become aware of the limitations and values of this instrument before they study the case reports in which autobiographies appear. Outlines for the writing of the autobiography may follow either of the two presented in the first chapter of this book.\*

## A Final Word

In the approach to the study of adolescents presented in this volume, attempts have been made to demonstrate that the study of students by teachers can become a fascinating activity. In the past, and in too many situations in the present, time for the study of pupils has been so limited that it has been reserved for problem cases. The study of these cases has often been so long delayed that they become too complex for the nonspecialist to work with and, when he attempted to do so, the results did not seem to justify the effort. In too many schools no attempt is made to work with individual students

\* An outline that has been used effectively by juniors in college will be found in Rothney and Roens, *op. cit.*, pp. 108 and 109

unless they have failed in their academic work, have become disciplinary cases, or have been involved in some form of delinquency. Devoting to these cases all the time allotted for pupil study ignores the need for encouragement of the gifted pupils and does not give enough consideration to the fact that any student can profit at certain times from sitting down to talk things over with an adult who knows him. To assure that these situations do not arise, provision for adequate study of *every* student must be made. In a country in which the individual is considered to be so important, surely some time in his school career can be used to give him personal attention.

In planning the study of individuals, it will be well to remember that there is great variability in the competencies demanded of persons who will work with all the children of all people. There are times when the job requires a specialist, and the teacher, herself not a specialist, must know when to call for help from others. There is danger that great harm may be done if she works with cases at a level beyond that for which she is trained. If, however, she can avoid going beyond her depth and can recognize when referral to persons more competent is called for, collecting information about her pupils and using it to help them to help themselves will prove to be a very satisfying activity.

After completing this volume of case materials, the reader may profit from the examination of one or more of the several good books on general adolescent development and adolescent psychology that are available. This procedure is a reversal of the usual one, in which the student teacher begins with general descriptions of adolescents and may never turn to the study of individual cases till she meets them in the flesh in her classroom. There are no crucial experiments to show that one method is any better than the other, but observation of, and discussion with, beginning teachers suggests that they have great difficulty in seeing in their pupils the general development principles they have studied in their textbooks. Since teachers must ultimately study individuals, it may be better to start teacher training by the study of them. If teachers lose sight of individual pupils in the masses, the result is likely to be failure to reach the objectives that are commonly set for American education.

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